

Junior Red Cross Service

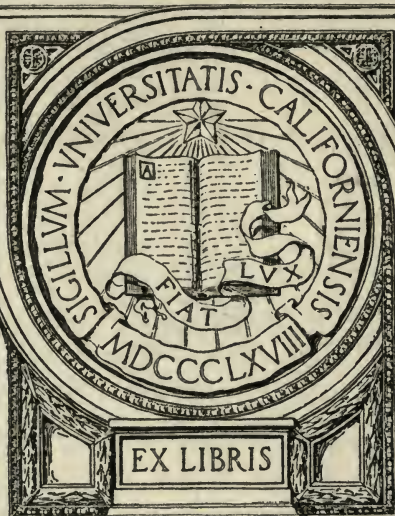
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THE AMERICAN RED CROSS

Department of Development
Junior Membership
Washington, D. C.

A Program of Junior Red Cross Service

Outlined in Proceedings of the
Educational Conference
January 7, 1918

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I. Red Cross Ideals for American Schools

H. N. MACCRACKEN

Director of Junior Membership and School Activities

Relying on the magnetic appeal of the Red Cross to the American people, the Junior Membership has undertaken to enroll every school in the country as a "Red Cross Auxiliary and a Center for Patriotic Service." The Red Cross insists that the emphasis of the movement is primarily on education; secondarily on production; and finally on financial support. The slight shift of emphasis from that of the general purpose of the Red Cross does not mean that the Juniors are not as complete and as valuable members as any whom the Red Cross enrolls, but they are strictly occupied with the two proper businesses of their lives—play and school. The Red Cross can ask that a business man or woman give up private enterprises and devote energy and income to war service, but it cannot take a child from play or school work without full recompense in recreational or educational values—not only for the sake of the child but also for the future of the Red Cross and of the nation.

Wondering whether the Red Cross realized this fact and perhaps half fearing that the schools were to be exploited in the great need for supplies, educational authorities waited to be sure of the purposes of the Junior Red Cross before endorsing it. When the plan of organization and the emphasis of the appeal had been made clear to the National Commissioner of Education, he gave the Director of Junior Membership his blessing and sent him forth to the work with his hearty commendation. The Commissioner recognized in the Junior Red Cross the agency which might serve to coördinate all the civic and patriotic enterprises which claim the attention of the schools, and which might stand guardian against unworthy demands upon the time and enthusiasm of the teachers and children.

Early in January an Educational Conference was held at National Headquarters to discuss the department of Junior Membership and School Activities. Educators, officials of the Red Cross, and representatives of Government Departments came with suggestions about the scope of the work, the methods to be used, and the spirit of the undertaking. Delegates from both coasts of our wide country and from many intermediate states reported their experiences and discoveries. Nine State Superintendents of Education were present and took part in the discussions. Directors of Junior Membership who had been working with well-organized Auxiliaries offered numerous practical suggestions. The two days of the Conference enlarged and clarified everyone's conception of the opportunity before the Junior Red Cross. The children will without doubt make most inspiring Red Cross members; the schools offer a ready-made organization; the cooperation of the Red Cross, educators, and Government committees is assured. The remaining school months of the year are plainly the great seed time of the Junior Red Cross!

The spirit of the Red Cross, if rightly interpreted, can stimulate all the present school work and add to it possibilities of service. The schools that feel it impossible or impracticable to modify their school work are by no means cut off from membership, for all unselfish service or preparation for service is legitimately Red Cross work. If history is so taught and so studied that the age-long struggle toward liberty and democracy is vital to the students and they are impressed with their potential part in it, both students and teachers are doing the highest kind of Red Cross work. The Red Cross can make geography alive—maps plastic, and boundary lines things to be blotted out. The quaintness of foreign countries, their strange customs and dress, all their differences from us are well emphasized and properly so in our school lessons. But the Red Cross would train our young people to be better citizens of the world than we have been. The way to begin is to teach them the true oneness of the nations. English teachers have the best opportunities for interpreting to their students the spirit of other peoples and other times. They deal mostly,

however, with the very genius of our race for which we believe it is our patriotic duty to fight. Their possible tools have been increased by the memorable pieces of literature brought forth by the struggle. It is a conservative prophecy to say that President Wilson's War Message will take its place in the schools with Washington's Farewell Address, and his Lusitania Note with Lincoln's Gettysburg Speech. As the new ways of teaching English through dramas and pageants develop, the great Red Cross ideal of community spirit and work will be put into visible forms. Indeed, putting the principles learned at school into practice is one of the chief advantages that the Red Cross offers its Junior members. It aims to carry the lessons in civics and politics onward from books into actual city or country life. The student is to learn of public health not only from lectures but through keeping the school building and yard and the vacant lot on the corner clean. Many schools already have their Civic and Vocational Leagues, or other clubs with similar titles and objects. The Junior Red Cross has no desire to supersede these; it works in unison with them and carries the benefits of their experience to less fortunate schools.

HOW THE BOYS CAN HELP

Where schools have extensive vocational courses the Junior Red Cross can make, perhaps, the most immediate and practical suggestions. We are familiar with the cry of some teachers of manual training that the making of coat-hangers and book racks does not satisfy the boy because he sees no necessity for his making them. The Red Cross comes to these teachers with a need for articles requiring no less technical instruction and skill, and of immediate importance to a great national work. In one large city, the classes in manual training equip Red Cross workrooms according to the directions of the local Red Cross Supply Service and under the guidance of the regular teachers. Classes in domestic art and science have also a boundless opportunity for Red Cross service. If the war is not finally "to be won in the kitchen" nevertheless, the cooks of the nation have it within their power to aid powerfully and perhaps to shorten the war. The Red Cross aims to help

the teachers of cookery to get the situation before the girls of the country, and to furnish the future housekeepers with the most practical ways of saving efficiently. No part of the present science of cooking is to be slighted but the schools are urged to incorporate in this and all departments the teachings forced upon us by war necessities. It is natural to expect that many of the supplies contributed to the Red Cross Chapters will come from the vocational classes, particularly those in manual training and sewing. It is not, however, these supplies, valuable as they are to the Chapters, that the Red Cross stresses for school children. It is education, for education is the business of children in school and education is the great safeguard for the future of the nation.

IN UNION THERE IS STRENGTH

Now, more forcefully than ever, people are realizing the need of working easily in groups. Even such a large unit as a nation finds itself threatened and weakened if it tries to stand alone. The school children are growing up into a world of group forces, becoming more highly organized and including more and more the peoples and territories of all the world. Upon the ability of the future citizens to use these groups and to grasp their significance, depends the progress of the United States toward a goal almost too dazzling to contemplate. Many are the clubs and other organized forces claiming the time and attention of the school children and another effort may seem superfluous. However, the Red Cross believes that it offers a new and valuable opportunity for effective group working because of the almost unlimited size and variety of the Red Cross group. Many children know how to work with their own schoolmates toward a common end; some fortunate young citizens have taken part in active community efforts; special societies and kinds of schools have united children in widely separated geographic territories. The Red Cross hopes to learn from these successes and to work in harmony with them. But there are many children who have never yet been given a chance to work as a part of a national or international group—a group of men and women, boys and girls, soldiers

and civilians of many creeds, races, and colors. The Red Cross offers this chance to all our children in school or in any organized educational center. It wishes to give the children a sense of their relation to all its millions of workers who are striving to make the world happier and it wishes, also, to give the children concrete opportunities for contributing their work to this great effort. All the Juniors should feel their particular place and importance in the Red Cross; they should realize that the *Red Cross Magazine* is theirs, also, as members of the organization; that the National Headquarters are at their service; that the country is theirs, and that they will govern it for better or for worse after their teachers have done their last work. Moreover, this realization must be accompanied by actual ability to work with and for others. Perhaps there is no better text for this lesson than an account of how the garments made by Juniors in some town in Montana or Louisiana pass quickly across the continent to the Atlantic coast, over the sea to France, and finally into some desolated village where the war refugees are striving to make a home. It must mean a great deal to an American school girl to know that the comfort of a French child may depend on how well she cuts her cloth and takes her stitches; to an American school boy to know that the packing box made by him will carry supplies to France and will there be split up and used for shelves in a hospital.

All School Auxiliaries may not be able to make actual supplies and all may not be able to aid financially. The slogan of the Christmas Membership Drive of the American Red Cross was "A Heart and a Dollar Are All You Need." But all that the Juniors really need in order to begin is a heart. With the permission of the local Chapter School Committee, a pledge to do really earnest Red Cross work can be substituted for the payment of dues by any school feeling the financial burden too great. But the Red Cross does demand of its members service and the true service that is given with sacrifice. The world of today is to be the children's heritage. They cannot hold it without labor—they cannot make it into a worthier and more beautiful abiding place, as we would wish them to do, without learning to give their very best to the task. The

power to serve, especially to serve effectively, requires careful and patient teaching. If the children save and earn pennies to swell the Red Cross fund, if they rip careless stitches, if their lessons are accurate and not slipshod, they have made small but by no means insignificant beginnings in the school of world service. The Red Cross calls to every child to enlist head, heart, and hand in the struggle for a happier world.

II. Opportunity for School Children

A Brief for the Junior Red Cross

A. The War in the School

1. Juvenile delinquency and truancy have been enormously increased in the warring countries of Europe, on account of the
 - a. Withdrawal of men from homes and schools for military service, and the use of school buildings for military purposes.
 - b. Economic disturbances:
 - Changed earning power of families
 - Changed standards of living
 - High prices and shortage of necessities.
 - c. Tremendous stimulus of present day events to youthful imaginations.
2. The *responsibility* of saving the children of America from the unsettling effects of the war becomes the great *opportunity* of the teachers of the country. The problem cannot be avoided. There are two roads open: The teacher will either
 - a. Ignore the opportunity, or
 - b. Capitalize the stimulation of this great period to its full educational value for the development of the child and the benefit of the nation.
3. The Junior Red Cross can be the instrument for turning the stimulated imagination and energy of the children into channels of constructive patriotic service:
 - a. The effects of the war are tremendous and universal.
 - b. They must be accepted and used, not neglected and ignored.

B. The Junior Red Cross in the School

1. The Junior Red Cross gives the schools, in the concrete form of simple "things to do," ideals and standards of social service and of patriotism:
 - a. By teaching them to care for the well-being of their communities;
Through study of the history, work, and ideals of the Red Cross
Through active work in communities
Cleaning up towns
Protecting property, birds, and animals
Assisting local Red Cross and other community efforts.
 - b. By increasing their personal efficiency through the study and practice of
Home and personal hygiene
First aid
Dietetics
Care of the sick.
 - c. By focusing the work already undertaken in manual training and domestic science classes on the preparation of war relief supplies, thereby
Giving the school children a real part in the national responsibilities of citizenship in caring for the Army and the Navy and our Allies
Adding new dignity and importance to school work by giving it a national purpose.

C. Tremendous Coördinating Work of the Junior Red Cross

1. Important government departments and national organizations, that demand and need the assistance of school children, have expressed a desire to work through the Junior Red Cross:
 - a. United States Department of Agriculture
 - b. United States Food Administration

- c.* War-Savings Stamp Committee of United States Treasury
 - d.* Council of National Defense
 - e.* American School Garden Association
 - f.* Lafayette Association, etc.
- 2. The Junior Red Cross lightens the work of teachers by providing the machinery to handle these activities:
 - a.* It creates a self perpetuating organization of school children through which to work.
 - b.* It examines the plans of these different movements and translates them to the schools in terms of simple action, chosen for their educational value and adapted to meet children's and teachers' problems.
 - c.* It funds the experience of all the schools of the country and publishes it from National Headquarters in pamphlets issued at frequent intervals, thereby giving each school the benefit of the experiments of all.

III. Origin and Explanation of the Conference

The Junior Red Cross Membership was established by the War Council in September, 1917. By January, 1918, it had proved in actual service the value and practicability of its ideas. In those four months 860,741 children had enrolled in 2,531 Auxiliaries, representing every state in the Union, and the work was everywhere being carried on with enthusiasm. Suggestions for development along many lines were coming to Headquarters from Red Cross and school authorities. The need of sorting these suggestions was evident to all concerned. The time had come to define the place of the Junior Red Cross in the schools and to map out the lines along which it could best develop. To this end representatives of all the interests involved were called into consultation. Officials of the public school system and of the National Education Association, experts in various branches of education, representatives of the Department of Agriculture, the War-Savings Committee of the United States Treasury, the Food Administration, the Council of National Defense (all Government Departments that have carried their campaigns into the schools), and authorities of the Red Cross met at National Headquarters in Washington on January 7th.

"What place shall the Junior Red Cross have in the educational program of America?" was the question before the Conference. Discussion fell into three groups: (1) The use of the School Auxiliary in developing good citizenship, international good will, and national ideals; (2) coördination in the schools of the Junior Red Cross and other forms of patriotic service; (3) the administration of the Junior Red Cross.

The Conference resulted in the endorsement by all those present of the Junior Red Cross as a valuable means of handling the patriotic activities of the schools and of training boys and girls for better citizenship.

The Junior Red Cross formally offers its organization and lines of approach to other vocational programs which include the schools, in order to obtain the greatest economy of the child's time and strength. These offers of cooperation have been received in a most friendly spirit by the Government Departments and the private organizations which they affect.

The Conference delegates considered it so important for the Junior Red Cross to reach all schools, that they urged the national officers to make an especial effort for nation-wide enrollment. The time between Lincoln's and Washington's birthdays was chosen for enrollment week, during which the attention of teachers and pupils throughout the country would be directed toward the educational significance of the Junior Red Cross and the opportunities it offers for constructive national service.

List of Delegates

JOHN H. FINLEY, Presiding Officer, LL.D., L.H.D., Commissioner of Education for New York State; Chairman Albany County Chapter, American Red Cross; Chairman War-Savings Education Committee; Chairman National Education Association Red Cross Committee.

NATIONAL EDUCATION ASSOCIATION RED CROSS COMMITTEE

JOHN H. FINLEY, LL.D., L.H.D., *Chairman*.

FRANCIS GRANT BLAIR, LL.D., State Superintendent of Public Instruction for Illinois; Member of the National Society for Scientific Study of Education.

MARION LUTHER BRITTAIN, State Superintendent of Schools for Georgia.

MARGARET S. MCNAUGHT, Ph.D., Commissioner for Elementary Education for California.

M. BATES STEPHEN, Ph.D., State Superintendent of Schools for Maryland.

WAR-SAVINGS EDUCATION COMMITTEE

JOHN H. FINLEY, LL.D., L.H.D., *Chairman*.

MARY C. BRADFORD, President, National Education Association; State Superintendent of Public Instruction for Colorado; Presi-

dent, State Board of Education; President, State Board of Examiners.

F. B. PEARSON, State Superintendent of Public Instruction for Ohio.

JOHN DANIEL SHOOP, Superintendent of Schools for Chicago.

G. LYNN BARNARD, Professor of the Science of Education and Teacher of Civics in the School of Pedagogy of the City of Philadelphia.

LIDA M. BASSETT, Director of Junior Membership, Potomac Division, American Red Cross.

FRANCIS G. BELLAMY, Washington Representative of *Red Cross Magazine*.

H. E. BENEDICT, Assistant to Frank E. Vanderlip, War-Savings Stamp Committee, United States Treasury.

O. H. BENSON, Boys' and Girls' Club Extension Work in United States Department of Agriculture; National Association of School Superintendents; Chairman, National Educational Conference for Junior Extension Teaching.

MABEL T. BOARDMAN, Member of Executive Committee of Red Cross.

BENJAMIN PARSONS BOURLAND, Ph.D., Director of Junior Membership, Lake Division, American Red Cross; Professor Romance Languages, Adelbert College and Western Reserve University; Member, Modern Language Association of America, American Philological Association, Hispanic Society of America.

ALICE M. CAMPBELL, Field Secretary, Junior Department, Atlantic Division, American Red Cross. Author, "Story of the Red Cross."

C. C. CERTAIN, English Department, Cass Technical High School, Detroit, Michigan; Organizer of the Socialized Recitation; In charge of patriotic work of school children in Detroit.

FRANK M. CHAPMAN, Sc.D., Editor, *Bird-Lore*; Curator of Birds, American Museum of Natural History; Fellow, American Ornithologists' Union; Vice-President, Explorers' Club; Member, British Ornithologists' Union; Zoological Explorations in Temperate and Tropical America; Director, Bureau of Publications, American Red Cross.

PERCY H. CLARK, Associate Director, Camp Service, American Red Cross.

TALIAFERRO CLARK, Surg., United States Public Health Service; Director, Bureau of Sanitary Service, American Red Cross.

P. P. CLAXTON, Litt.D., LL.D., Commissioner, United States Bureau of Education; Director, Moral Education Board; Director, Playground Association of America; Chairman, Executive Committee,

National Story Tellers' League; National Society for Scientific Study of Education.

JOSIAH COLLINS, Director, Junior Membership, Northwestern Division, American Red Cross.

JUSTINE R. COOK, Director, Junior Membership, Chicago Chapter, American Red Cross, Chicago, Ill.

EDWIN G. COOLEY, LL.D., Educational Commissioner for Commercial Club of Chicago; Studying Industrial Schools in Europe and America.

OTIS H. CUTLER, Division Manager, Territorial, Insular, and Foreign Division, American Red Cross.

HELEN CUTTER, Assistant to National Director, Junior Membership and School Activities, American Red Cross.

HENRY P. DAVISON, LL.D., Chairman, War Council, American Red Cross; J. P. Morgan Co.; Chairman, Executive Committee and Director, Liberty National Bank, Bankers' Trust Co., New York, Director, Susquehanna and Western R. R., First Security Co., Trustee, Stevens Institute of Technology.

ARTHUR D. DEAN, Organizer under Vocation and Military Training Acts, New York State; formerly Chief of Division of Vocational Schools, New York State Educational Department.

JANE A. DELANO, Director, Department of Nursing, American Red Cross.

PETER W. DYKEMA, M.Lit., University of Wisconsin.

WILLIAM A. ELLIS, Director, Junior Membership, Southern Division, American Red Cross.

GRACE E. ENSEY, Director, Junior Membership, Mountain Division, American Red Cross.

J. MONTGOMERY GAMBRILL, Lecturer and Associate in History, Teachers College, Columbia University; in charge of extramural activities, Columbia University; National Society for Study of Scientific Education.

EDGAR B. GORDON, Extension Division, University of Wisconsin.

EDWIN A. GREENLAW, Ph.D., English Department, University of North Carolina; Founder of Lafayette Association.

S. M. GREER, Director, Bureau of Development, American Red Cross.

GILBERT H. GROSVENOR, Director and Editor of National Geographic Society; Councilor, Archæological Institute of America.

HELEN HARRISON, Director, Junior Membership, Northern Division, American Red Cross.

ELIZABETH S. HOYT, Staff of General Manager, American Red Cross.

- EDWARD HUNTER, M.D., First Aid Division, American Red Cross.
- HENRY E. JACKSON, Special Agent in Community Organization, United States Bureau of Education.
- JAMES Y. JOYNER, LL.D., State Superintendent of Public Instruction for North Carolina.
- MRS. HARRY A. KLUEGEL, Director, Junior Membership, Pacific Division, American Red Cross.
- MRS. E. R. KROEGER, Director, Junior Membership, Southwestern Division, American Red Cross.
- MAUD G. LEADBETTER, Director, Junior Membership, New England Division, American Red Cross.
- IVY L. LEE, Director, Bureau of Publicity, American Red Cross; Director, Equitable Trust Co., N. Y.; Colorado Fuel and Iron Co., etc.
- W. J. LEPPERT, Director, Junior Membership, Gulf Division, American Red Cross.
- ORRIN C. LESTER, Director, Speakers' Bureau, American Red Cross.
- HENRY NOBLE MACCRACKEN, Ph.D., LL.D., National Director, Junior Membership and School Activities; Executive Secretary, Christmas Membership Drive, American Red Cross; President of Vassar College.
- E. V. McCOLLUM, Ph.D., Professor in School of Hygiene and Public Health, Johns Hopkins University.
- F. CORLIES MORGAN, Director, Junior Membership, Pennsylvania Division, American Red Cross.
- J. J. O'CONNOR, Central Division, American Red Cross.
- W. F. PERSONS, Director General, Department of Civilian Relief, American Red Cross.
- JOSEPHINE C. PRESTON, State Superintendent of Public Instruction for Washington.
- JAMES N. RULE, Chairman, Pittsburgh Chapter School Committee, American Red Cross; Principal, Schenley High School, Pittsburgh, Pa.
- GEORGE E. SCOTT, Director, Bureau of Division Organization, American Red Cross.
- BRUCE D. SMITH, Division Manager, Central Division, American Red Cross.
- GUY E. SNAVELY, Ph.D., Director, Bureau of Development, Southern Division, American Red Cross; Professor, Romance Languages and Literature, and Registrar, Milton Academy, Baltimore; Société des Ancienes Textes, Paris.

ISABEL M. STEWART, Teachers College, Columbia University, New York, N. Y.

ANNA HEDGES TALBOT, Ph.D., Director, Junior Membership, Atlantic Division, American Red Cross; Specialist in Vocational Training, New York State Education Department.

ANDREW TEN EYCK, Educational Department, New York State; Organizer of Liberty Loan and War-Savings Campaigns in Schools, New York State.

COMMODORE A. V. WADHAMS, U.S.N., representing Navy Department to Coordinate Needs of the Navy with the Red Cross.

ELIOT WADSWORTH, Vice-Chairman, Central Committee, American Red Cross.

FREDERICK A. WALCOTT, United States Food Administration.

HARRY H. WHEATON, LL.D., United States Bureau of Education
Director of the "America First" Campaign.

IV. Greetings to Delegates

1. Introductory Remarks

JOHN H. FINLEY

Chairman of the Conference

When I was asked to preside at this meeting I instantly accepted, for I think aside from active service in my country's cause there is no other position I would prefer to fill more than this, of helping to recruit for the Army of future defense, that Army which was characterized by Viviani when he was Minister of Public Instruction in France, as the "scholastic front." He said that unless the military authorities forbid, the schools must be kept open everywhere; that this "scholastic front" might follow the very line of the trenches, sometimes only two kilometers from the trench front, and never, he said, more than ten.

It is this great Army of future defense which we are to consider this morning, and I am here only as a recruiting sergeant, so to speak, and I am very proud to be in this office temporarily. I am only the temporary chairman. I shall share my office with other members of my committee, as they arrive.

We are told that this is an adult's war—and I do hope that the children will not have to stain their hands with blood. David, you know, was not permitted to build the temple because his hands were stained with the blood of human beings. It was his son who was to build. But I feel that children must know what is going on in this world. We cannot shut our schoolhouse doors and windows so tightly that they cannot hear, anyway. We must let them know why we are in this war, and we must let them know that we are fighting not simply to make the world safe for democracy; we are fighting to make it safe for them, and we want them to take a part in this great struggle for human liberty, a conscious part in it.

They are to rebuild this world again—the institutions of freedom and justice; they are to rebuild, to strengthen, and to enlarge them.

I was picturing to the teachers of my own state the other night one of the chapters of the Book of Genesis. It is the genealogical chapter; very few read it. It is said that Eber had two children, and one of these he named Peleg, because in his days the earth was divided, and I imagined Eber trying to tell Peleg what it meant. There have been hundreds and thousands and millions of little Pelegs that have been invited into this divided world, and we have to tell them why it was divided. They are in a way the most fortunate creatures, although they have been brought into this terrible world—terrible now—because they are to rebuild the greater world; and we have through this Junior organization offered them an opportunity to come, not only into a national organization but an international organization, in which they are to have their part in meeting the nation's needs, in which they are to find a discipline in loftiest virtues, and in which they are to ride to citizenship in what I think of as the world democracy of mercy.

I congratulate ourselves that we are permitted to have a part in this great work under our great Commander in Chief, the President of the United States; under our war general, Mr. Davison and—I don't know what title to give Dr. MacCracken.

I congratulate ourselves that we are together in such a world cause as this. There is one thing I think we should do and that is to promote a closer relationship between the children of this country and the children of other countries. I am to let a French girl give my message for me, because I cannot give you a better one. I was over in France a little while ago. There were many messages sent back in response to those I carried over—I was only a carrier—and here is one expressing more graphically and more poetically than I can do it the cause in which we are united, the cause which brings us together.

"It was only a little river, almost a brook; it was called the Yser. One could talk from one side to the other without raising one's voice, and the birds could fly over it with one sweep of their wings. And on the two banks there were mil-

lions of men, the one turned toward the other, eye to eye. But this distance which separated them was greater than the stars in the sky; it was the distance which separates right from injustice.

"The ocean is so vast that the sea gulls do not dare to cross it. During seven days and seven nights the great steamships of America, going at full speed, drive through the deep waters before the lighthouses of France come into view; but from one side to the other, hearts are touching."

I cannot give a better introduction to our great War General than this beautiful message from that school girl in France.

2. Greeting

HENRY P. DAVISON

Chairman of the War Council, American Red Cross

It hardly seems fitting that I should attempt to give you any idea of our appreciation of the work which you are here to consider. Under the inspiration and genius of Dr. MacCracken I believe a program has been made here which is the most important single movement that was ever started in America for the protection of the American Republic and for the future of its people. I don't know that anything ever so impressed me, not only with the possibilities, but with the responsibilities, as this work did when Dr. MacCracken presented it to us last summer, one afternoon on my porch in the country. I think we rather took his breath away by accepting it. We did not hesitate very long, and I hope we have given him every possible endorsement and encouragement to go on with it, because we have been perfectly inspired with the thought of the work to be accomplished.

When I was talking with the President about the program I then said that I believed that nothing in the Red Cross was as important as the Junior Membership work, and that alone from the standpoint of our own people. I am not referring so much to our work in foreign lands.

Two or three of us have just been making a trip around the country; we have been about eighteen thousand miles visiting

important cities in the United States, and most of the cities' schools, and I must say that nothing has ever thrilled me as much as visiting those schools and seeing their spirit, and realizing what can be done with that spirit; not only what can be done but as I feel what must be done.

I merely want to say, therefore, that the entire organization of the Red Cross is cordially sympathetic, and not only that, but it has a sense of responsibility. And if there is anything we can do further to encourage this work we want to do it.

I congratulate every one of you who is giving the slightest consideration to it. Once you have started in it you will not stop until it is finished. I am glad to see you here. I hope you will not fail to call on us for anything that we can do at any time. It is a great responsibility.

3. Greeting

PHILANDER P. CLAXTON

United States Commissioner of Education

Probably all that is expected of me here is that I shall say a word of welcome and assure you of my approval of this enterprise of the Junior Red Cross. Before the plan for the Junior Red Cross in the schools was launched, Dr. MacCracken came to my office and talked it over with me. We discussed the educational and economic value of it and the objection that might be urged that it was another attempt to exploit the schools. I reminded him that already very many organizations and many departments and bureaus of the Federal Government were trying to use the schools for one purpose or another, and that many protests were coming to my office. We finally agreed, however, that the Junior Red Cross, as it had been planned, might serve as a coördinating agency for many of these, and thereby tend to release the schools from the burden and confusion. I was glad to give Dr. MacCracken an opportunity to speak briefly to the chief school officers of most of the States who happened to be meeting at my office at about that time. I believe they approved his plans heartily. From then to now I have watched with much interest the

progress of the Junior Red Cross, and I now wish to congratulate Dr. MacCracken upon the good work he is doing and to commend his energy and wisdom.

This morning I received from the superintendent of schools of Allegheny County, Pennsylvania, the following letter:

In this county we have made very effective headway in the organization of Junior Red Cross work. I see in this organization that reaches all the school children of all the people great possibilities of service and education. This State is going forward with the work fairly well, but I notice by the Red Cross report that only four of the fourteen Division Headquarters in the United States have Junior Red Cross Directors. The other Divisions should take up this work, and I feel that most any school man with executive ability could well act as Division Director. Do you not think a circular letter issued from your Department on the significance of this movement would greatly stimulate the organization of Junior Red Cross Auxiliaries where nothing as yet has been done?

I am aware of the fact that there is a National Director, Dr. MacCracken, of these organizations who is making every effort to organize them, but I am sure he needs the cooperation of the United States Bureau of Education. A statement from you on the patriotic services that could be rendered by 22,000,000 school children would be the most effective means of helping to establish a Junior Red Cross in every school district of the United States.

For reasons of policy which you will understand without my stating them, it would be inappropriate for me to issue, in my capacity as Commissioner of Education, such a circular letter. I did, however, in the beginning of the enterprise, address to Dr. MacCracken for such use as he could make of it, a letter of approval and good will.

Education in the schools is not a matter merely of oral or written instruction, of lessons recited, of abstract principles committed to memory, or even wrought out inductively by the pupils from concrete instances. It must, to be fully effective, include also the practical application of these principles. Just now we all wish to teach patriotism in the most effective way. The work of the Junior Red Cross offers opportunity for practical application of principles and sentiments learned as formal lessons or taught and inspired by story and song.

We want to teach the children patriotism—American patriotism; and this is a thing quite different from patriotism as understood in some countries; altogether different from that which has been defined as the last resort of scoundrels.

American patriotism does not attach undue importance to a piece of land; it does not seek to elevate the interest of any one people unduly above the interest of other peoples; it would not take unfair advantage of or levy unjust tribute upon any people in the world. Mr. Wilson voiced the spirit of American patriotism when he told us that we have gone into the war not for indemnity, not to increase our territory, not for material advantage, but that we may serve the world, that we may make the world safe for democracy and that all peoples may be free. This is the spirit of American patriotism. In a very real sense America is an ideal and American patriotism consists of allegiance to this ideal and to a certain set of principles.

The Revolutionary War began without definite purpose—as a scrap between British soldiers and colonists whose patience had been exhausted. A year went by and we still supposed we were fighting for our rights as English citizens. Then Mr. Jefferson, as a member of the committee of the Continental Congress on the Declaration of Independence, announced the American doctrine that all men are created equal, with certain inalienable rights, among which are life, liberty, and the pursuit of happiness, and that our contention was for our rights as men. He further declared that to secure these rights, governments are instituted, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends it is the right of the people to alter or abolish it and to institute new government. This was the announcement of the divine right of revolution; the elevation of the rights of men above the claims of all institutions; the declaration that institutions of government exist for the welfare and happiness of men and that men do not live for the blind service of government. After this utterance, America and all the world knew what the Revolutionary struggle was for.

Eighty-five years went by and we were engaged in another great war—a life-and-death struggle among ourselves. It had started we hardly knew why—the maintenance of constitutional rights, the preservation of the Union—much of passion and much of uncertainty. Then came Mr. Lincoln's Gettysburg address, and we and all the world knew that the war was being fought that government of the people, by the people, for the people might not perish from the earth.

Another great war came—the greatest war of all time. Nation after nation was drawn into it. Each of the nations issued a statement of reasons for taking up arms. All claimed self-defense. The war was, if their claims were to be accepted, a war of universal defense. Two years of war went by with much of destruction and little of purpose and aim on our part. Finally we entered the war, and Mr. Wilson, in words as profound as those of Jefferson, clear and forceful as those of Lincoln, reiterated the old American principles of freedom and democracy; and all the world knew what the war is for; and all who are not blinded by selfish interest and maddened by arrant pride see clearly what the end must be. Mr. Wilson might just as well have said that we are in this war that government of the people, by the people, and for the people shall extend to all the earth. However much we may wish the war may end soon, I think it can never end so long as there is any government in the world responsible not to the people but only to itself, and that can wield a nation of sixty or seventy or one hundred or one hundred and eighty millions of people as a giant wields a club, unresisting and unreasoning.

There can be no safety for democracy, there can be no certainty of freedom, until all people shall control their own governments. This means that autocracy must go. It is devotion to this ideal that constitutes American patriotism; which would grant to all peoples in the world just as much as we would take for ourselves; which fights for no material or commercial advantage but for humanity and for the freedom of all peoples.

The Red Cross and the Junior Red Cross should teach practical lessons of this American ideal through its opportunities to help our own soldiers who go to fight across the seas; our

Allies who are fighting by our side for the same great principles; the men, women, and children of the countries against whose governments we now contend, when in peace they shall join the democracy of freedom-loving states; our own people who suffer from the dislocation of business and the condition brought on by the war; and the most important of all, the children in our schools.

Reports come to me from New York that there are in that city 250,000 children who are underfed. Reports come from many cities that children suffer more than usual from lack of food, clothing, fuel, and from lack of care. Here is opportunity for members of the Junior Red Cross who are in more fortunate circumstances.

Thus far have we come in the war without chanting even the first note of any hymn of hate. The Junior Red Cross should help preserve the spirit of good will toward the peoples of the countries with which we are at war. We are not fighting the German people; we are not praying for the death of German men and boys or wishing evil for the peoples of the other Central Empires. We are fighting the battle of their freedom as we fought the battle of freedom of Englishmen in the Revolutionary War and the battle of freedom of both races in the South in the war between the States. It is a battle for the freedom of the people everywhere; and we shall be stronger, our life will be sweeter, and we shall have less of poison to work out of our system when the war is over if we can fight it through on the high plane of war against the autocratic government of Germany and not against the peoples of the Central Empires. Let us continue on the high plane of idealism which marks us the most idealistic people in the world and of all time.

V. Educational Program of Junior Red Cross

I. Good Citizenship

A. Through Personal Hygiene and Diet

E. V. McCOLLUM
Johns Hopkins University

The thing which is uppermost in my mind, as I take advantage of the opportunity to speak to you for a few minutes, is the food situation. It is indeed very much more grave than people are aware of. I cannot go into details, so I will mention only the most important points for us to understand and to impress upon others.

First in importance is the conservation of wheat. The necessary supply of wheat is not in the world and someone must in part dispense with it in the diet, probably for the duration of the war, and it is necessary that we understand why we should do this rather than leave the burden of a shortage of this most important bread grain upon suffering France. We can do this with very little sacrifice if we attempt it in the right spirit. Many of the more intelligent and patriotic people are now conscientiously following the advice of the Food Administration and are substituting other cereals such as corn, rice, and oatmeal for wheat, to an extent, which, if practised by all, would easily result in the necessary saving of wheat.

Unfortunately many ignorant or selfish people have no feeling of duty in this matter. Most frequently it is doubtless the result of thoughtlessness or lack of appreciation of the actual needs of our Allies at this time, that causes many people who have not thought of doing anything wrong, to go on eating as they have always done, using almost exclusively articles made wholly or in part of wheat products. It is especially these people who should be reached and influenced.

The grown man or woman is very liable to have opinions, so we frequently hear it said: "Why not send France the corn and other things which we are asked to eat to save wheat? Why cannot they use wheat substitutes as well as we?" The answer to this question is clear and emphatic. The poor laborers of France, England, and Italy are grinding away their lives in the industries which are making possible the continuance of this war; they are already making sacrifices in the matter of diet. They are forced, by unavoidable conditions, to accept a degree of monotony in their food supply which we in this country are scarcely likely to be brought to. These suffering people should not be asked to add to their burden by accepting at this time foods new to them. Their bakers have not been successful in their attempts to use mixed flours, and it is almost impossible to inaugurate new baking technique on this large scale without entailing enormous losses of food materials through failure to make an edible product during the learning period.

These, our Allies, are under much greater strain of war than are we who are at home on this side of the Atlantic. Let us not add to the discomfort of these heroic workers by failing to supply them with food which is most acceptable to them. It is not a great sacrifice for us to eat more liberally of our fruits, vegetables, and those seed products which are not bread grains.

The best way to establish the right practice in the homes with respect to eating is through the school children. Teachers everywhere should help the Food Administration, by repeating daily to their children the importance of eating things other than wheat bread, cakes, and other pastry, all of which require the use of wheat. It would help greatly to win the war if such a pledge as the following could be repeated daily by the school children in all sections where the saving of wheat is a matter of great moment. Cannot the Red Cross workers throughout the country see that this is done?

A PLEDGE FOR THE JUNIOR RED CROSS ASSOCIATION

I believe that the greatest problem before our nation at the present time is that of supplying our Allies with sufficient food while the war

lasts. Since their greatest need is wheat, and there is not enough wheat in the world to make it possible for them to have what they must have, unless Americans eat much less wheat than they are now eating, I pledge myself to refuse to eat wheat bread, even that made from wheat flour mixed with other grains unless half at least of the flour consists of another grain than wheat. I will refuse to eat pies, cakes, and cookies because they require the use of wheat, and I am determined to help save the wheat which must be sent to Europe in order to win the war.

I will demand rolled oats, corn bread containing not more than half wheat flour, rice, potatoes, fruits, vegetables, and milk, and will eat poultry and fish, but not oftener than twice each week.

I will not spend money for candies, but will eat fruits instead.

I will urge my mother not to prepare or provide for the family table wheat bread even from the mixed flours which will be on the market, but to provide corn bread containing not more than half wheat, and to provide no cakes, pies, or cookies while the wheat shortage lasts, because these foods can be made only from wheat. I will do this for the sake of helping to win the war.

I pledge myself to do all I can to cultivate a garden and to help in some way with the canning or drying of fruits or vegetables next summer.

I promise to send to the United States Department of Agriculture for bulletins telling how to dry and can fruits and vegetables, and to study each of them.

I pledge myself to condemn anyone who tries to thwart the work of the Food Administration. I know that there are unpatriotic speculators who are trying to defeat its aims for the sake of making money, but I will uphold it in all its undertakings. These things I will do cheerfully even if they cause me discomfort, in order that we may win the world war and make the world fit for democracy.

B. Good Citizenship Through Public Health

TALIAFERRO CLARK

United States Public Health Service

The relationship of public health to the schools is so extensive today in its ramifications, goes so deeply to the root of our national efficiency and existence that I think I would be a second Solomon if I could condense all of it into a seven-minute talk. In days gone by the chief aim of the physician

was to treat the effects of diseases, to treat the symptoms of diseases; but now we take a different viewpoint. The highest object and aim of the physician is the prevention of disease, and I feel that this is the keynote of the relationship which should obtain between other measures for the protection of the public health and health supervision of school children.

We might broadly classify diseases into three groups—the so-called communicable diseases, which constitute the greatest number of diseases we have in this country today, the degenerative diseases, and diseases of unknown origin, such as cancer. In our school work it is necessary to educate the people up to the necessity and the importance of protecting the health not alone from the standpoint of communicable diseases, but from that of the degenerative diseases as well.

How do people become sick from a communicable disease? It is because some person in the community, in the school, or in the assembly is harboring the germs of the disease; and if we knew enough about the causes of these diseases, and if we knew how to protect ourselves from the discharges and the excretions of people who are sick, we could readily avoid practically all of the so-called communicable diseases.

No less authority than Professor Irving Fisher has said that one-quarter of the people who die annually in the United States die from the so-called degenerative diseases. In other words, they might have lived from five to ten years longer if they had not had these diseases, that are due in large measure to ignorance of the principles of personal and of general hygiene. We hope through supervision of the school children to teach them these principles. It is felt by taking advantage of the receptivity of the developing mind of the child in contradistinction to the mind of the adults, whose customs, habits of thought, and ways of living have become crystallized, they may be taught to practise these principles almost as subconsciously as breathing. A reduction in the number of deaths from degenerative diseases in the future, which have increased eighty-six per cent within the last thirty years, will be proportionate to the increased knowledge and practice of the principles of personal hygiene.

I could not begin to tell you how we are working along these lines in the length of time I am permitted to speak, but I would like to tell you that the Red Cross now is operating in twenty-five extra cantonment areas, in cooperation with the Public Health Service, to establish health supervision in schools. We are making intensive surveys and studies from an educational standpoint and also to protect the community and military forces from the communicable diseases which may arise in this class of the general population.

We are doing a great work along this line by establishing in schools so-called school republics. I am not going to take any longer time than just to read to you what the children in these school republics are going to teach themselves.

I might explain to you that these republics are administered by duly elected officers, with special provision for health officers, one each for boys and girls, committees on sanitation, publicity, and all sorts of things. The health officer examines these children and reports on conditions in accordance with the following special rules on hygiene and sanitation:

Hands (including finger nails), face, neck, and ears must be reasonably clean at all times.

Teeth must be kept clean, and scrubbed at least once a day.

The scalp shall be clean and the hair in neat condition at all times unless there is some special reason to the contrary.

When sitting or standing, pupils are required to maintain an erect position unless there is some special reason to the contrary.

The mouth must not be used for breathing, unless there is some special reason making this necessary.

Pencils must not be put into the mouth.

The same article of food must not be eaten from by more than one person.

Drinking from a cup or container of any kind by more than one person is prohibited.

Coughing or sneezing without handkerchief to mouth or nose is prohibited.

Spitting on the floor is prohibited.

Nothing unclean shall come from the heart. Therefore, unclean thoughts and acts are punishable under these rules. Vile thoughts, spoken, written, or acted, must be severely dealt with.

SPECIAL RULES ON SANITATION

Each child is responsible for the appearance of and about his or her desk, and is required to keep it in a cleanly and tidy condition.

It shall be unlawful for any one to cause trash or filth of any kind to collect in or about any of the school buildings or on the school premises.

With regard to the water supply, every means in the power of the pupils for preventing any kind of filth from getting into it must be practised.

Special attention must be given to the care of closets. The walls must be free from any writing or carving. It is unlawful to stand upon the seats. The seats and floor must be free from bodily filth.

It shall be unlawful to carry any excessive amount of dirt or filth in the schoolrooms on the feet.

And there are a few recommendations—Every effort must be made to bring about the following conditions for the school:

Sanitary closets which will prevent the spread of disease.

Safe and healthy drinking water supply.

Ventilation so as to give a constant temperature of sixty-eight degrees, Fahrenheit, and to give a constant supply of fresh air through windows opened at top.

Damp sweeping, and dusting with an oiled cloth.

Sanitary drinking fountain.

Basin for washing hands.

Proper arrangement and amount of light in the schoolroom.

Size and arrangement of seats so as to make each pupil comfortable.

Immediate correction of all physical defects as recommended by the County Health Officer.

Sleeping with windows wide open and sufficient cover every night, winter and summer.

Sale of greatest possible number of Red Cross stamps and any other reasonable assistance to health progress.

Each pupil from a home 100 per cent sanitary, as scored by the County Health Officer.

I might say this was originally gotten up by Dr. Miller, of the Public Health Service, who is unfortunately in North Carolina, and I obtained from him this copy which we have put in practice in this country.

C. Good Citizenship Through Education in Nursing

JANE A. DELANO

Director, Department of Nursing, American Red Cross

We are confronted today by a world nursing problem, and the majority of the nurses upon whom we may depend to meet this world problem are, I believe, in our own United States. It is estimated that there are between eighty thousand and ninety thousand registered nurses in the United States. About forty thousand of these are members of the American Nurses' Association, a national organization similar to the American Medical Association. These forty thousand nurses are comparatively easy to reach, because they are listed with our nursing organizations. From among these nurses we have already enrolled more than 16,200 Red Cross nurses. We have sent to Europe, either for service in the military hospitals (Army or Navy), or for public health work, and infant welfare work in France, Roumania, and Greece over two thousand nurses; we have assigned to duty in our cantonment hospitals about four thousand nurses, and we have about fifty nurses serving in the sanitary zones surrounding the cantonments. So that altogether we have assigned to duty, since the beginning of the war, over six thousand nurses. This includes about five hundred that are either on the way to Europe now or awaiting future sailings.

This is, you see, quite a large proportion of our total enrollment. The Surgeon General has recently issued figures stating that about thirty-seven thousand nurses will, in the near future, be needed to meet the wants of our own Army and Navy alone. This will be almost half the total number of registered nurses in the United States. The problem which we must meet is to provide the nurses for military forces, leaving a sufficient number in localities to care as best we may for the civilian population.

The high schools may cooperate tremendously in this serious problem. One way in which they may help is in interesting the public in our course of instruction in elementary hygiene and home care of the sick, which we believe will make it pos-

sible for women to care for the sick in their own homes to a far greater extent than they have been accustomed to, thus releasing nurses for this important military service.

I believe we must start a definite educational campaign if we are to meet the needs of our country through this period of war. We must not only educate the nurses to the importance of this service, but educate the public to sacrifice, to sacrifice their nurses, to employ fewer nurses in private duty; and encourage the public to use more and more the hospital facilities in their community, where one nurse may care for five or six patients if necessary, so that the total number of nurses remaining in a locality will be greatly decreased, thus giving us a far greater number for military purposes.

There will be increasing demands for nurses in public health work, for training school superintendents in all of the European countries. Even before the beginning of the European war we were approached by Greece and Bulgaria, asking us to send experienced training school superintendents to those countries to establish schools for native women. I feel certain that after the completion of the war there will be a great demand for women of this character throughout Europe. The majority of graduate nurses in the world have been trained either in this country, in England, or in Japan. There are very few training schools throughout all of Southern Europe—only here and there one. After this war I believe the importance of nursing will have been so brought home to the people that they will demand more schools for nurses, and they must rely upon this country and upon England especially, to furnish the superintendents.

The high schools can cooperate with us in bringing to pupils, the graduates of high schools, the dignity of nursing as a profession. I believe that the psychological moment is here when nursing will take its place among the important work of the world. We shall need more and more women for public health work, social service work, infant welfare work. And following the conclusion of the war we shall need training school superintendents in great numbers. We must more and more educate the public, the women, the mothers of families, to prepare

themselves as best they may, by our course of instruction, and similar courses, to share in the care of the sick in their homes. I think it improbable that for five or ten years we shall have a sufficient number of nurses to meet the demands of the public for the luxurious amount of nursing to which they have been accustomed.

It is my hope that in the plan which is being worked out for the schools of the country, it may be possible to introduce, in the last year of the high schools, our course in elementary hygiene and the home care of the sick—at least for girls who are over sixteen years of age. I am not sure that it might not be extended to even younger girls than that, provided they are in the last year of the high school. I question its value for girls not so far advanced as this. We have often found these courses helpful for the older students among the boys. Several groups of men who have been going into the Army have taken the course, thinking it would be valuable to them in their work; and we have had letters from them afterwards signifying that had been the case.

I feel that the high schools can cooperate with us in bringing home to the girls the importance of taking up nursing as a profession. They can cooperate with us in introducing the course of instruction, so that an increasing number of nurses may be relieved from the general activities of the nurse, for the service which is so greatly needed at this time. The schools can, of course, also cooperate with the school nurse in maintaining the health of the pupils, for the sake of the future.

D. Good Citizenship Through Cooperation With the Nurse

ISABEL M. STEWART

Teachers College, Columbia University

I will not take very long, because many of the points I had intended to suggest have already been very ably presented by Miss Delano.

The Red Cross represents the saving of life and the relief of distress and suffering of all kinds, especially in times of emergency, and I suppose that the Junior Red Cross will embody

the same idea, but the practical activities carried on by the junior group will differ in certain respects from those of the parent body.

Certainly boys and girls will not be able to help the nurse in any definite way with the care of the sick and wounded. But nursing means something more than the care of the sick. Florence Nightingale long ago made the distinction between "health-nursing" and "sick-nursing." In "health-nursing" she included all of those activities which make for the health of the individual, the family and the community—everything which helps to prevent illness, to conserve and foster human life, and to build up a stronger and better race.


Taking this broader view of nursing, I think there is a good deal that the Junior Red Cross can do to cooperate with the nurse. You have already heard of the part it may play in promoting better standards of personal and community hygiene. Health nursing is largely applied hygiene, but it is something more. Nursing always represents active personal service. It is essentially objective rather than subjective. It is a science but it is also primarily an art, and it is an art in which fine feelings, high ideals of personal responsibility, and a certain degree of skill are as essential as sound knowledge. One cannot think of any kind of nursing without thinking of the splendid traditions that lie behind this whole field of service, the spirit of noble men and women from St. Francis to Florence Nightingale, the soldierly virtues of courage, endurance, self-sacrifice, obedience, unfailing reliability which must always characterize those who have the lives of others in their hands.

Something of this spirit and these ideals must inspire the boys and girls who are to help in conserving the strength and health of our coming generation of citizens. They should have a special concern in the activities which center around the care of young children. The girls especially might learn all the simpler, more fundamental things about the ordinary care of babies and small children, and might be able to assist in this work in summer camps and day nurseries as well as in their own homes and the homes of friends and neighbors. Girls of twelve to sixteen can be very useful here, and between

sixteen and eighteen they would be able to take a good deal of responsibility in the care of normal, healthy children. We feel that they can also do much in educating the older people, especially those of our foreign born population, in the better standards of infant care, and thus prove an important factor in the Americanization program.

There are also certain other of the simpler household nursing measures which boys and girls can learn to assist in. They should not be expected to shoulder any of the responsibilities for the care of sick people, but in cases of chronic or slight illness or in the care of an aged or handicapped person, there are many little things which a boy or girl from twelve to eighteen years can do, to give comfort and assistance.

I will not speak of the possibilities of giving first aid in emergencies and accidents, because that is to be discussed later. We usually feel that this comes very close to nursing work and might well be included in the nursing program.

 Many schools are introducing some work in the care of children and home nursing into the regular curriculum, a very little in the elementary schools, and more in the secondary period. It is well for all young women to be ready to help in such things, especially in times like these, when, as Miss Delano has explained, all our available trained nurses are going to be needed for the care of acutely sick people and we shall have to depend on people in their own homes to do a good deal more of their own nursing.

Apart from these forms of personal service, there is the preparation of surgical garments and dressings for the sick in hospitals, in which boys and girls can help. The children of England have been engaged in collecting large quantities of a kind of moss for surgical dressings. I do not know if this would be possible here, but school children in many places have been preparing little pillows stuffed with scraps of cloth or fuzz which can be used both for comfort pillows and for special kinds of bed pads.

A good many of these activities have been already incorporated in the war-time program of schools and organizations such as the Girl Scouts and Boy Scouts. I think this experi-

ence would be valuable to the Junior Red Cross and perhaps some system of coördination could be worked out to avoid friction and needless duplication of activities.

Whatever teaching is undertaken should be sound and scientific. The program should not be too ambitious to start with, but we should try to hammer on a few essentials and see that they are actually carried out. I think as far as possible we should keep the children away from the horrors and tragedies connected with the war, and instead of placing the lime-light always on the dramatic and spectacular facts of life-saving in the trenches, try to illustrate the infinitely greater courage and resourcefulness demanded in the steady fight against diseases and accidents which nurses and doctors and a whole army of inconspicuous heroes and heroines are carrying on every day both at home and abroad. This is the army of "life-guards" or "Home Guards" which they may join—an army whose main fight is against germs rather than Germans, and whose conquests are measured not by thousands of killed or captured, but by thousands of American babies and good American citizens saved each year from maiming and crippling and death.

Nurses on the firing line in France and especially at home on the second line of defense would eagerly welcome the substantial assistance which such an army of active, intelligent, and patriotic boys and girls could bring, and would, I am sure, be glad to cooperate with them in every way and help in formulating a program of real, practical "life-saving" activities in their own schools, homes, and communities.

E. Good Citizenship Through Protection and Rescue

EDWARD R. HUNTER

First Aid Division, American Red Cross

A matter worthy of the careful consideration of those responsible for the education of the rising generation is the teaching of First Aid to the Injured and Accident Prevention in the schools. The consensus of opinion is in favor of its general adoption in some elementary form, and there is little doubt

that the wide appreciation of the value of this knowledge which has been borne in upon the minds of all sections of the community during the war will insure for the suggestion the serious thought which it merits.

It is appreciated that neither First Aid nor Accident Prevention are suitable subjects for children of quite tender years, but older scholars should be taught the principles of both these important subjects. If proof of the ability of the youthful mind to assimilate this knowledge is required, it will be found in the remarkable facility with which the Boy Scouts and Girl Scouts have acquired the training which entitles them to wear the merit badges of their respective organizations for proficiency in First Aid.

The First Aid Division of the American Red Cross considers it not only desirable but essential that the youth of the country should be afforded the opportunity of receiving instruction which will enable them to render assistance to their comrades in times of accident, emergency, or illness, and further, the First Aid Division believes this training should, if possible, be acquired at a time when the mind is open and receptive, as it is at the school age.

Apart altogether from the direct advantage which must accrue personally to every possessor of First Aid knowledge, either young or old, a higher appreciation of duty to one another is inseparable from an efficient course in First Aid, and it is the infusion of this spirit of devotion to the interests of others which should do much to elevate the character of our boys and girls, *our future citizens*, and to encourage them to emulate the example of the Good Samaritan.

Regarding the suggestion for the instruction in First Aid and Accident Prevention in the schools, it has been said that the school curriculum is overburdened with subjects, and any addition thereto would only be at the expense of the general education. However, President Wilson in his recent message to educators urges "that teachers and other school officers increase materially the time and attention devoted to instruction bearing directly on the problems of community and national life."

There are many who incline to the view that fewer subjects and those more thoroughly taught would better fit our boys and girls for the battle of life, and few subjects can be conceived that are of greater importance than a training which would enable the men and women of tomorrow to afford skilled and timely assistance to their brothers and sisters when emergencies arise or accidents occur.

Elementary physiology is taught in our schools and if it is proper (and few will declare that it is not good for our boys and girls to know something of the structure and functions of the human body) it is highly desirable that they should also acquire the knowledge which will enable them to minister to the needs of the body when disability occurs through accident or sudden illness and trained medical assistance cannot be obtained promptly.

In Accident Prevention or Safety First Instruction the thought which can be implanted in the minds of boys and girls is in itself of great value. The problem of Accident Prevention instruction is not altogether a problem of rules and their enforcement, safety appliances and their application, but education and the development of self-restraint and control. Investigation shows that of every five injuries occurring to school children, three are preventable by the observance of some simple precaution. Money spent in safeguarding conditions does not reach more than one-third of the accidents occurring to children, the remainder in large part being due to carelessness. A careless child can be made a careful child by education and intelligent caution constantly exercised.

An opportunity exists for the Junior Red Cross educational activities to prepare up-to-date First Aid, Accident Prevention, and Safety First literature adapted to the needs of the different grades in our schools. This literature should be in the form of attractive, illustrated reading, appropriate in contents and vocabulary to the pupils of the different grades, dramatically telling stories, fables, and poetry that will impress upon school children the need of being ever on the alert to prevent an accident and to keep themselves and others from harm.

Colonel C. H. Connor of the United States Army, Medical Corps, is in charge of the First Aid Division of the American Red Cross, and invites your suggestions and cooperation in this field of educational work among school children.

2. International Good-Will Through Mutual Knowledge and Appreciation

A. Community Music

EDGAR B. GORDON

University of Wisconsin

I regret that the railroad schedule failed to get me my topic until I arrived here this morning. Therefore I am somewhat at a disadvantage. However, I believe that the subject of the arts lends itself particularly well to the general topic of this section, namely, International Good-Will Through Mutual Knowledge and Appreciation.

Certainly if there is anything that is universal it must be the arts, and I believe it has often been said that music is the universal language. At any rate I feel that there is a tremendous force there which can be utilized to advantage not only by the Junior Red Cross, but by the schools of America and by those who are interested in social progress.

I feel that the energy which in most instances is going to waste in the smaller communities, the artistic impulse, I might say, could be focused and centered in a very desirable and helpful way. It appears to me a plan which might be promoted by the Junior Red Cross would be one which shall correlate and direct into a constructive scheme the musical and dramatic impulses for the production of programs of one kind and another—community programs of good drama and music. This happens to be the topic, at any rate, to which I am directing my remarks.

I have coming to my Bureau every month many inquiries from communities over the State of Wisconsin wanting help and suggestions as to how to promote their artistic life, how to

plan musical programs, how to develop pageants, and musical and dramatic organizations.

It has always seemed to me that it is a tremendous force that might be utilized for many valuable things. I believe if the Junior Red Cross would take over that idea it might have a department for the development of community entertainment, which would have several valuable results. I might suggest, first, it would promote a better understanding among the people of the community. If it should be a community which has a cosmopolitan population, certainly the various groups of people working together in an artistic way will develop an international good-will through mutual knowledge and appreciation.

I might say also that such an undertaking would be an invaluable contribution to the leisure problem of a community. I think one of the most valuable things would be the development of *esprit de corps*—teamwork. It seems to me that the very essence of good citizenship is the ability to work together. And people will not work together until they have played together.

Of course, some of these observations are trite to those who are interested in the Play Grounds Association of America and the problem of leisure generally.

I think another and very wonderful value that could come from such a department would be the development of altruism not only in the children but in the people. The idea of serving their community, serving their nation, serving the world, by artistic means, would be of untold value. It supplies a real motive for the artistic expression.

Finally, and not least, perhaps, would be the wonderful possibilities of utilizing the artistic energies of young people in the raising of funds for Red Cross purposes. I think a community plan which would correlate and utilize all of the artistic energies of a community into the production of a series of home talent programs, the funds of which are to go to the Red Cross purposes, or some other worthy cause, would have a wonderfully stimulating effect artistically, and be of immense social value.

B. World Friendship¹

GILBERT H. GROSVENOR

Director and Editor, National Geographic Society

Neither mountains nor plains, rivers nor oceans can separate friends today.

Not long ago the National Geographic Society gave a dinner in Washington at which its members made voice visits by telephone to absent members in Mexico, Canada, Florida, and Maine. One guest, a young mother, said "Good-night, God guard you," to her two little sons, three and five years of age, snug in bed in San Francisco, and their treble voices responded distinctly to her blessing across three thousand miles of space.

The telephone has introduced us, citizens of the Republic, and made us known one to the other, from North, South, East, and West. Most of us are brought so close to each other by its magic powers that we could, if we wished, sing "The Star-Spangled Banner" in unison, and each could hear the swelling chorus of one hundred million other Americans, all chanting the hymn of liberty at the same time.

Nor does our power to speak with fellow world-citizens stop with our shores. The other day a man in the National Capital talked by telephone with a friend on top of the Eiffel Tower in Paris, and another friend, in Honolulu, way out in the Pacific Ocean, overheard the conversation.

We hear the voice of a friend thousands of miles away, the tones so real that we feel we are conversing with some one across the room whom we can touch with our hand. It is as if we can see his smile or tears, and, like a hand-clasp across space, our own voice conveys our pleasure or sympathy.

You will have to be careful, though, at what time you call up your distant friend. It may be your breakfast hour and his bedtime. If he is in Panama and you condole with him on the cold morning (there being a foot of snow on the ground),

¹Not presented at Conference; Conference address was a summary of this article which was written for children.

he'll laugh at you. Or if he is in Argentina and you tell him you have just won the prize in your corn club for the best harvest and ask him if the judges in his country have made the award yet, you'll be mortified to hear that he has not yet even planted his corn. September for you means March weather for him. Thus you must learn something about the manner of life of your telephone friends, so that when you make your next call you'll be prepared.

But there are so many peoples in the world, and so different in color and garb, in habit and thought, that we must begin early in life to appreciate the distinction between Chinaman and Caucasian, Philippine Islander and African.

Hearing his voice so plainly, with all its inflections of laughter, earnestness, or grief enables you to visualize the personality of your telephone friend on the other side of the globe, but after a few conversations you feel that you would like to see him. It's pretty hard to believe, when you plow home through huge snowdrifts, that at that very moment he is resting under a banana tree where it is so hot that even to pick the fruit is a perspiring operation.

An enchanted bird is nearly ready to carry you whither you will. The other day a girl in her teens flew from Chicago to New York, then on to Washington. An Italian left North Italy after breakfast and in his trusty Caproni soared above the snow-clad Alps and landed in London in time for a late lunch. An Englishman flew from London across France, Italy, Greece, and Bulgaria to Constantinople, 2,000 miles away. You think you would like to try one of these aerial expresses and fly faster than the most swiftly flying bird.

In a few months there will be regular express cars crossing the Atlantic Ocean between sunrise and sunset, a real 'flying express' that transports the fortunate passenger from New York to London between breakfast and supper. My grandmother told me that she crossed the Atlantic in her youth on a sailing vessel and people congratulated her because she made the trip in six weeks. Probably by the time the young readers of this story are old enough to earn their own living, there will be huge express birds leaving New York, Chicago, San Fran-

cisco, bound for China, India, or South Africa. It will be possible to fly around the globe in ten days, or perhaps in a week.

But who will be the first passengers? Who will get the first seats?

Just as every reader knows that his mother is the sweetest and dearest in the world, so we all rightly believe our country superior to all others, but our very pride in our own land should inspire us to realize that America can be even finer, and it is our duty to contribute to her spiritual growth and material progress. Nations are obliged to follow the same natural laws as those which govern all life; ours must either grow or decay. You cannot put a nation in cold storage where it will keep indefinitely just as it is.

Spurred by the necessity of developing a vast new land, and inspired by the blessing of equal opportunities for everyone to acquire fame and fortune, our forefathers in the short life of our nation have produced more inventions than were produced in the 2,000 years preceding our Declaration of Independence—the steam engine, steamboat, telegraph, telephone, sewing machine, ether, electric trolley and electric motor, elevator, cotton gin, gas engine, agricultural machinery which feeds the world, ice-making plant, air-brake, type-setter, typewriter, modern printing press, electric light, moving picture, submarine, and flying machine.

So marvelous and so innumerable have been our fathers' inventions, so rapid has been our growth in numbers and wealth, and so great our pride in the riches that Providence has showered on America—the biggest and oldest trees on the face of the earth, the vastest cavern, the longest river, the greatest fresh water lakes, the biggest and most fertile plains for growing wheat and corn and meat, the greatest volcano, immense mountains of coal and iron and subterranean lakes of oil, inexhaustible mines of copper, salt, sulphur, lead, of everything that we can eat and use—that we might be tempted to inquire, why look beyond our own fence line; haven't we everything we want here and everything of the best? No:

the genius of our fathers has made us citizens of the world and not of America alone, and their genius demands that we be modest and consider whether some of our prosperity and health has not been derived from borrowed discoveries.

It is well to remember that those same races—Scotch, English, Irish, Italian, French, Pole, Teuton—from whom our inventors are sprung, are still living in Europe, and that these in successive years have been generously evolving new inventions and new blessings for all mankind.

Probably every reader of this book has a round white scar of about the size of a dime. If you are a boy, the scar is probably on your left arm, or if you are a girl, it may be on your left leg. You remember well how you got that scar. One day Mother announced at breakfast that the doctor was coming to vaccinate you, and presently he came and grabbed your arm and scraped the skin away until you could see your raw flesh, and then he took some greasy stuff (which he said was from a sick cow), and rubbed it in the red flesh and bound up the wound. In a few days you proudly displayed a great red flaming sunburst, and the doctor said that the vaccination had "taken", and you were safe against smallpox. Few of my readers have been so unlucky as to see a victim of smallpox, and yet only a short while ago this loathsome disease caused the death of hundreds of thousands each year. Young and old, rich and poor, clean and unclean—no one who was exposed to contagion escaped death or horrible disfigurement.

Shortly after the settlement of Mexico by the Spaniards, smallpox was introduced, of course accidentally, and in one year caused the death of three million people. During the last year of Washington's presidency, an English physician by the name of Jenner, living near London, discovered the efficacy of vaccination, with the result that Americans and Japanese, Persians and Italians, with a little trouble can be made safe against a scourge that is always threatening to erupt again. There are many other English inventors besides Dr. Jenner who have been making discoveries the fruits of which all the world has enjoyed.

Have you ever looked on the cap of the morning milk bottle and seen there the word "pasteurized"? Or have you watched Mother "pasteurize" milk for you when you are sick? That word tells of a man who lived in France and whose work has saved millions of men and women from untimely deaths.

Your physiologies tell you about germs, how they produce typhoid fever, pneumonia, diphtheria, scarlet fever, tuberculosis, and many other diseases. All these dread ills are caused by creatures so tiny that for thousands of years no one knew that they existed. They hid around in everything, seeking a chance to slip into the blood of men and women, and usually they got their chance, for people can't fight things they don't know anything about. For untold centuries they had been secretly killing millions of people.

But one day this learned Frenchman, Louis Pasteur, happened to discover the tracks of some of these disease-producing scoundrels, and later he captured some.

He then foretold that germs would be found to be responsible for all epidemic diseases, and that if the people would keep the germs from getting a foothold in their bodies, these diseases would disappear.

Since that day doctors everywhere have been learning more and more about disease germs, and how to avoid them, with the result that diseases caused by them are fast being banished. There are enough lives saved in the United States every year to populate a country like Belgium, because this famous Frenchman proved that disease germs exist, and that they are stealthy little murderers, too small to see, but killing more people every week than all of the wild animals and snakes of the world kill in a century. The lives which his great discovery has already saved are more than have been lost in all the wars, from the Revolution to now, including the millions slain in the great war in Europe.

Pierre, a young French boy who had been fighting in the trenches, was carried to the hospital a bloody mass of broken bones and flesh. "Pierre," said the doctor, "I must amputate both your legs above the knee." "How kind my country is," cried Pierre, "I offered her my life and she has only taken

my legs." A hero, a French hero; wouldn't you like to know more about the people where all boys and all girls are like Pierre? No French mother ever said, "I didn't raise my boy to be a soldier."

And then there is the story of Guynemer, the eagle of the air, a boy of twenty who had challenged and overcome fifty Prussian fighting-planes. At the Grand Review of the French army in Paris, Guynemer shared with General Joffre the loudest cheers of the grateful populace. So many women wanted to kiss him and so many men to pat him on the back and tell him what a fine fellow he was and how proud they were of him, that a special guard had to be placed around the boy. Guynemer's courage and daring were such a thrilling example for all France that the government decided that he should fly no more, teaching others instead. But the boy begged to fly ten more times; the Government consented, and on his fifty-fourth flight he fell, a victim in battle.

The Commander in Chief of our Navy, President Wilson, from his office in Washington can wireless an order to our battleships in Buenos Aires, in Hongkong, or in the Atlantic Ocean because of an Italian, Marconi, whose inventions also save many thousands of lives shipwrecked or submarined. Five hundred years before Marconi, another Italian invented the telescope, which has revealed to us the starry heavens and improved the microscope which has made modern medicine and chemistry possible. One of the marvels of history is this extraordinary Italian race that for two thousand years has given to the world one succession of genii, musicians, authors, creators of inspiration and advancement, from which all other peoples have benefited. Italy has been aptly called the mother of civilization, of art and of science, and also the cradle of intellectual liberty.

We like to recall the wonderful example which, two hundred years ago, the Dutch set future democracies by their struggle for the principle of self-government, free schools, and religious toleration against the then most powerful nation in the world. The story of the youth who used his finger to stop the hole in the dike and kept out the sea which threatened the destruction

of all the lowlands, was symbolic of that little nation which, to preserve her liberty, more than once opened her dikes and let the waters flood her fields and houses, as the only means to drive out the invaders.

And Spain, whose queen could dream dreams and see visions beyond the narrow horizon of her court life. And though the splendor of Spain's empire has been dimmed by causes which need not now be rehearsed, it is a glorious heritage which she has given to civilization, for through her enterprise, coupled with the genius of Italian explorers, the sphere of man's usefulness was doubled, and a New World given to the human race.

Our ally, Portugal, through her son, Vasco da Gama, found a new way to the treasures of the Far East, and hastened the coming of that day when the Occident and the Orient will join hands in complete human fellowship, understanding, and helpfulness. "We come to seek Christians and spices," said the first of Vasco da Gama's sailors to touch foot on "India's coral strand," and that fruitful search continues to this day on the part of all enlightened peoples in their dealings with less advanced races; the extension of the spirit of altruism, one people toward another, as exemplified in Christianity's creed, and the development of commerce, which makes the world a more enjoyable place in which to live, where the surplus riches and comforts of one realm may be exchanged for those of another.

Palestine and Syria are enshrined in the heart of humanity, for it was here that the world received the precepts by which Democracy is fighting today; that principle, not brute power, is the ruling factor of the Universe.

Egypt, known in ancient times as the Granary of the East, is now history's greatest granary, its seeds of facts concerning early civilizations being inexhaustible. It was not only the food reservoir of olden days, but the birthplace of sciences which in their full development are enabling us to conquer and conserve the titanic forces of the natural world.

And then there is Bagdad, the birthplace of the Arabian Nights, of Aladdin's Lamp, and all those delightful tales that fascinate old and young. Women living eight thousand years

ago in this region enjoyed every right that a man had and for the same work received the same pay that a man got.

If we stood on the summit of Mt. Aconcagua, the loftiest of the American peaks and the second highest mountain on earth, an interesting vista of republics and of peoples would lie beneath us, constituting the vast continent of South America. Brazil would show us her wonderful coffee plantations and rubber forests; Argentina spread before us her great pampas alive with cattle, and her undulating wheat fields; and Chile urge us to pause and peer into her great nitrate mines which for so many years have supplied the world with the chief ingredient of gunpowder.

But we cannot accept all of these invitations. Let us, therefore, turn to Peru, the home of the most remarkable race of which the Western Hemisphere ever boasted.

Few of us can realize or appreciate the amazing civilization of the ancient Incas, a civilization which in many respects far surpassed the long-vaunted development of the ancient Egyptians, the Assyrians, and the Babylonians.

In the terraced farms of the Incas, clinging to the precipitous slopes of the lofty Andes, we find hanging gardens which make those of Nebuchadnezzar's Babylon, rated by historians as one of the Seven Wonders of the World, seem mere children's toys. The walls within which these terraces were confined are marvels of stone masonry. So perfectly fitted are the massive blocks that after thousands of years they stand in all their original perfection. Here the Incas, rulers of a land-starved people, put into effect a food-control system which worked so smoothly and so effectively that if the same methods could be adopted today there would be no possibility of our Allies suffering for lack of the necessities of life.

And the Incas were a supremely practical race of rulers. Instead of erecting useless monuments, as did Rameses and Seti and the other Pharaohs of Egypt, they built staircase farms, as benefactions to their peoples, to commemorate their reigns. It was their idea of glory to supply their households and their subjects with permanent agricultural improvements. They put into practice the millennial idea of beating

their swords into plowshares, for their efforts were concentrated on building gardens instead of fortresses. These gardens they built everywhere, some of them on such steep slopes that when used today the squashes must be tied to stakes lest they fall from the soil into the valley thousands of feet below.

And all of this magnificent civilization was developed in our own Western Hemisphere, not borrowed, as was once believed, from the Chinese and the Malays.

One of the most interesting features of our visit to Peru would be the discovery that here we may go from a tropical climate to the Arctic Zone of perpetual snow in a journey of a few miles. At one end of a valley we may wander amid plantations of sugar-cane and groves of banana trees, while gazing upward we may see in the distance all the fruits and cereals of the temperate zone, crowned by glaciers on peaks towering four miles into the air. It is exactly as if we were able to look from Jamaica to Alaska. Here we find the most sublime beauties of nature in combination with the most impressive achievements of medieval man.

No visit to Peru would be complete without giving some thought to the treasure of the Incas, that fatal gift! Had it not been for the vast wealth of gold and silver, accumulated by these monarchs through the centuries, the cupidity of Spanish conquerors would never have been aroused, and the hand of the destroyer would not have been laid upon this essentially peaceful people.

That wealth is now dissipated, and the world none the better for its having existed; but there was another treasure given by the Peruvians to mankind, and its lasting blessings mount each year in ever-increasing ratio. It was from the staircase farms of the Incas that the world received the potato. Today six billion bushels of this life-giving tuber are dug from the ground every year. A single season's crop is worth more than all the gold and silver which Pizarro's soldiers carried back to Europe and poured into the coffers of Castilian kings.

The Incas had the most complete social organization of which man has any record. But there was just one flaw in their civilization: they placed all their reliance in the Utopian

theory that other powerful races would pursue the paths of peace. They made no provision for the possibility of envy and covetousness possessing the hearts of other nations. They did not deem it necessary to protect their achievements; they were not prepared to oppose force with force, and their civilization fell before the rude onslaught of medieval militarists.

Thus the Incas, who gave us the potato (and the Aztecs of Mexico who gave us the precious corn), by their unhappy fall left us something else of vast value—a sad lesson in the necessity of 'preparedness'.

How strange are geographic forces that alter the face of earth. We know that the camel was originated somewhere within the United States and probably the horse also, and yet when Columbus discovered America there wasn't a single horse or donkey on the continent, and you all know how numerous camels are here today. And then there were those strange upheavals that so isolated Australia that she received none of the animals, bears, elephants, horses, cows, pigs, cats, dogs, etc., evolved in the other continents, and developed strange creatures and plants of her own. The visitor to Australia, if he is a geographer, sees all about him trees and giant ferns and flowers of a kind that grew in America and Europe millions of years ago and that are now found only as fossil deposits in our coal beds.

The Japanese celebrate Mothers' Day in a very beautiful and touching manner. On Mothers' Day all the boys march to their temples with presents of flowers and offer prayers for the health and strength of those who are about to become mothers in the Empire. What an inspiring appreciation of the suffering and sacrifice of our mothers! Nowhere do you find youth showing greater consideration for babies and infants than in Japan. A baby brother or baby sister is strapped to a child's back almost as soon as the latter can toddle. It is an interesting sight to watch the boys and girls playing their games of catch-as-catch-can, etc., with baby peering curiously over the shoulder and greatly enjoying the all-day-long 'pig-a-back'.

History contains no finer example of the voluntary surrender of wealth and of the dignity and ease that riches bring, than the sacrifices made by the opulent barons and lords of Japan less than fifty years ago. Captivated by the tact and personal charm of our Commodore Perry, the Japanese resolved to depart from their age-long seclusion, and have commerce with all nations. Their controlling spirits, however, the rich barons and the fighting Samurai, the knights, realized that if Japan was to attain a respected and important position among other countries, they must divide the immense estates which their families had owned for many generations, and distribute the land, held by a few, among the peasants. This they did, and for their country's sake, of their own free will they shared their rights and possessions with those that had had no privileges.

The career of Japan illustrates very dramatically the advantage reaped by studying other nations. Her keenest minds have explored America, Europe, Asia, and Africa, for the best thoughts and best things that they have to offer, and that would help her to become a leader. We gladly applaud Japan for her ambition, ability, energy, and heroism which have elevated her in a few years from an insignificant country to one of the most powerful in the world. Nor should we forget that during her own amazing progress she has contributed discoveries of value to us.

In a football or baseball match you study carefully the strength of your competitor, seeking to discover his strong and weak points so that you may be prepared for the friendly contest and more easily obtain the coveted victory. But the ambitious athlete is not content to observe his opponent only. He looks everywhere for a new curve or a new tackle in the hope that he may finally capture a position on the All-American team. Thus Japan's tireless examination of other nations, her constant emphasis of the importance of geographical knowledge, is an example that we may well copy.

The key that reveals the secrets of every people is the study of the earth on which we live and more particularly the manner in which all people work and live, think, and aspire. By learning to understand other nations, we shall acquire a higher

respect for them and thereby obtain a more accurate gauge with which to measure our own deeds and ambitions.

In our geographic jaunt around the world, seeking to understand the ideals and motives of other peoples, to accept the true and noble things which they have to give mankind, we have come to Germany. It is not my desire to instill into your hearts the poison of unalterable bitterness and hatred, but it is essential to your well-being and to the progress of civilization that you should be informed of and warned against a system of philosophy and a code of ethics which have spelled ruin and desolation to peaceful, unoffending, prosperous, valiant peoples whose only 'crime' had been that they did not glorify brute force. In understanding these facts you, the world-citizens of tomorrow, will set your faces sternly against the destructive teachings of such philosophers and the tenets of blindly selfish rulers who have encouraged and have profited by those teachings.

In Christmas week preceding the outbreak of the Great War, a Prussian officer walking down the street of a German town drove his sword through the breast of a cripple whom he passed on the sidewalk. The officer said he didn't like the way the cripple smiled at him. His superiors—from the captain to the Kaiser—praised his act and to other officers and boys he was pointed out as an example of the prompt and effective manner in which a German officer should resent an 'insult'.

The French, living next to Germany, knew the motives that governed the Prussian mind, but the British and we Americans could not believe such acts could be true. We neglected to examine the manner of life, work, thought, and government of the German people—the geography of Germany. If the British and the Americans had studied the real geography of the Prussians and thus penetrated the camouflage of German 'Kultur', we would have learned of the monstrous dragon slowly growing at our side, and, like France, would have sharpened our swords before the dragon got loose.

Do not imagine that the German who advocates ruthless submarine warfare at sea, the bombing of hospitals and schools, the terrorizing and enslavement of thousands of men

and women, and the leveling of beautiful cities, is a new type of man. The world has been afflicted with such war-makers in past ages; our surprise, our sorrow, and our righteous anger are born of the fact that we thought mankind had abandoned such savage principles of conduct. The world had come to believe that the black chapters of history in which had been written the grim deeds of the heartless Tamerlane, bloody leader of wild Mongolian hordes; the destroying career of Cyrus the Great, who blotted out the majestic civilization of ancient Babylonia and gave the world nothing in its stead; the frightful excesses of Alaric the Visigoth, of Attila the Hun, and of many other ancient and medieval military despots whose paths to power were strewn with the desolation wrought by fire and sword—the world thought such chapters had been closed forever, and that an era of fellowship and mutual helpfulness had dawned.

The conquests of Tamerlane were dissipated with his death; the kingdom of Cyrus soon vanished from the earth; ruins are the scars of civilization which tell us that Alaric and Attila once lived and destroyed. Their empires are no more and mankind is poorer for their having lived because they were actuated by the false principles of force, of cruelty, and of a ruthless disregard for the rights of others.

It is these same principles which today nullify all the good which otherwise the world might derive from the scientific development and the efficiency of the German people. And until the Teuton race is purged of its false philosophy which deifies brute force, as represented in Militarism, the name of Germany, as the great Hebrew prophet warned another people who had forgotten their God and 'burned incense to vanity', will be a perpetual hissing, their land made desolate 'and everyone that passeth thereby shall be astonished, and wag his head'.

I have endeavored in this chapter to illustrate that there is something to admire in the habits and customs of every people; no nation is so insignificant that its life and history do not teach some lesson. Someone has said, and we all believe him, that as man and woman are made in the image of God, every

human being partakes of the divine character. In how much larger degree this must apply to nations which comprise millions of men and women! Horrible as this war has been, it has none the less been a surprising revelation of the courage of all races. Men have never fought before under such grueling tests of fortitude, endurance, and self-sacrifice. Invisible creeping gas, which if it does not kill, dooms the victim to months of agony; starving and freezing in open boats on a storm-swept sea; slow suffocation in submarines pinned in nets or trapped to ocean bottom; duels in the air higher than any birds soar, followed by plunge to a bespattered death thousands of feet below, do not make men hesitate. In every nation millions are contending furiously to be the first to offer their bodies on the altar of liberty.

Such heroism would be impossible but for the insatiable thirst for advancement that for thousands of years has been burning in the human breast. Onward to freedom and a better life has been the beacon that has beckoned our ancestors since the creation of Adam. Sometimes the flame seemed extinguished but it was slumbering only to burst out more fiercely and mark another advance toward universal liberty.

C. Protecting the Child's Heritage in Nature

FRANK M. CHAPMAN

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Standing at my own threshold, as it were, I feel a certain self-consciousness which seems to call for an explanation as to why an ornithologist should have been summoned to serve the Red Cross. When my zoological colleagues ask this question, I reply by asking them if they have ever heard of a certain bird called the Red Crossbill.

While it is true that the Red Crossbill is a bird and the Red Crossman is a mammal, the connection between the two is closer than their structural differences indicate.

For it will be observed that the Red Crossbill, being aerial, wings it; while the Red Crossman, being terrestrial, foots it; whence the conclusion, if illogical, is nevertheless inevitable, that the Red Crossman must foot the Red Cross Bill.

It is, however, of the Red Cross child rather than of the Red Cross man that I have been asked to speak.

I note, with much satisfaction, that Dr. MacCracken's outline of proposed activities for Red Cross junior members includes care of birds and animals, for if I read one of the lessons of the war aright, at no previous time has contact with nature been more essential to the welfare of man.

Recognizing, as a naturalist, the evolutionary importance of the struggle for existence, I ask myself, is there no escape from the logic of the German philosophy which declares war to be a biologic necessity?

What correctives would we administer to a nation which, suffering from fatty enlargement of the pocket-book with its unlimited possibilities for self-gratification, suffers also from fatty degeneration of national moral character?

Is war the only medicine for 'mankind diseased'? Can there, as Bernhardt claims, be "neither racial nor cultural progress" without it? Can the higher side of man's nature, and hence of national character, be developed only by conflict?

These are rather large questions to answer incidentally during a five-minute address, and I presume to contribute only a naturalist's suggestion toward their discussion.

Even the most mollicoddle of pacifists must see in war a great destroyer of false values and a creator of a common viewpoint. Class distinction disappears and a man is known not by what he *has* but by what he *is*.

But what leveler shall we find in a world at peace?—a world where national values are set by material success and the opportunities it affords for unlimited self-indulgence with its attendant evils; where man, masked by manners, rarely meets his fellow soul to soul?

May we not see some hope for relief here in a change of standards which will give us a truer outlook on life, which will

appraise at their real worth man's achievements in art, letters, and science, and which will recognize in nature a source of pure and ennobling enjoyment and a builder of character, free alike to rich and to poor.

War was not required to develop character or harden the moral fiber of a Gilbert White, an Audubon, a Darwin, Thoreau, Baird, or Burroughs. Contact with nature gave to these men possibilities for pleasure and inspiration not to be sought in the marts of the world. Their standards of value are not listed on the exchange. Success with them is measured by the opportunity life affords for the search for truth and the development of the spiritual rather than the sensual side of man's nature.

My letters from friends at the front express a pathetic yearning for green fields and the songs of birds and for that uplifting communion with nature which develops what is good and pure in the mind of man.

I anticipate that when peace comes the war-weary will shun the turmoil of city life and turn toward the quiet of the country, and the rest and the refreshment they find there will be measured by their ability to avail themselves of nature's limitless resources.

The man deaf to the voices of nature, blind to the charm of her animate and inanimate forms, misses a large share of the joys which should be as much a part of our life out-of-doors as fresh air and sunshine.

Whatever, therefore, be the lessons of sacrifice and service which we, through the Red Cross, send to the schools, let us not deny the child that education which will prepare him to draw from the earth refreshment for the mind as well as nourishment for the body, and equip him fully to realize upon the intellectual and spiritual, as well as material assets of his environment.

Then we shall have taught him the value of those earthly treasures which are to be had without money and without price, which create interests that defy the class distinction of an artificial social order, and tend thereby to promote the brotherhood of man.

D. The International Red Cross

ELIOT WADSWORTH

Vice-Chairman, Central Committee, American Red Cross

The original Red Cross was created through the responsiveness of individuals who were brought together by sympathy at Geneva to consider how they could allay the suffering of wounded men in battle. Up to the meeting in Geneva in 1864, the Medical Corps of the armies of the world had taken a very small part in the activities or the planning of military authorities. They did not have arrangements to pick up a man and mend him, when he was knocked down, as they have now. The result was that when a man was wounded he really was worse off than when he was killed, because he generally died a lingering death, or was taken care of by some companion who did not know anything about what he should do, or by some civilian who had no training.

So men met, discussed ways and means, and determined that every nation should be entitled to create a society known as the Red Cross, and the delegates of all nations present agreed that they would recognize the representatives of that society. It was purely a voluntary organization, but it gave to each nation, and especially to its civilian population, a medium through which it could act for the relief of suffering.

Nearly every nation treated that commission differently. The Red Cross Society of one nation became practically an adjunct of the Army; in another it was left very much to voluntary effort, and it was not at all active, perhaps because of a lack of aggressive management, or a lack of warlike inclinations on the part of the nation. So we find that every Red Cross throughout the world developed along different lines. The American nation not being a warlike nation, did not have a Red Cross for a good many years. Then we had one which worked almost entirely on civilian relief, except in the Spanish War. Finally our Red Cross was reorganized by an Act of Congress in 1905. In that Act this principle of voluntary relief was applied not only to war but to disasters of peace—pestilence, famines, floods, fires. In the charter of the American

Red Cross it is specifically stated that it shall be the duty of the American Red Cross to meet such disasters, and also to act as a medium of communication between the people of this country and their Army and Navy.

In the meanwhile, the armies had developed medical corps on perfectly well-defined principles, so that today every army is just as much interested in its medical corps as it is in its artillery, its cavalry, or any other branch, and it develops the different departments side by side.

The American Red Cross has taken care of many civilian disasters, and then has gone further in this civilian work, so that when the war broke out, in which we had to take a part, the War Council considered the duty of the American Red Cross should be to the civilian population in the countries of our Allies, to the families of our own soldiers and sailors, as well as to our armed forces and those by whose side we are fighting abroad. We have developed this organization with the idea of meeting the tremendous responsibilities that we all feel the civilians of this country would wish us to meet for those who have suffered abroad.

One hundred million dollars were raised, and we are having a meeting upstairs now to plan the raising of another hundred. Our field seems to be almost unlimited, and still we can only get at a small part of Europe. We cannot touch the great area of Poland, Servia, Roumania, Belgium, northern France, Armenia, or through Asia Minor, where the needs today are greater than those to which we are trying to minister. This country will have a responsibility to the suffering people of Europe for a generation in trying to repair the tremendous damages that they have borne as a result of this war. They bore those sufferings for two years and a half before we even began to suffer at all, and it must be that this nation will come through the war better able to help others to retrieve their fortunes and to relieve the suffering and set the people up over again than any other nation.

The whole foundation of the Red Cross is sympathy. It started with sympathy and it will continue with that motive. It seems, without any question, to be the duty of all of us

here and of everyone in this country to bring the children of this generation up to realize what the Red Cross spirit is, what it was in 1864, what it has been ever since, and what it will increasingly become as our responsibilities develop. Let us transform sympathy and interest in those who are suffering into action—prompt action, effective and intelligent, so that those whom we wish to help may be lifted up and given a chance once more to make their own way in the world.

3. National Ideals

A. Citizenship, Ideals, and the Junior Red Cross

J. MONTGOMERY GAMBRILL

Teachers College, Columbia University

Some days ago I received a letter from our Field Marshal (is it?), Dr. MacCracken, asking me to speak on the relation of citizenship to the work of the Junior Red Cross. As I looked at the program at 10 o'clock this morning I saw that I was assigned to discuss American Character as Illustrated in Literature and History. I presume that is due, Mr. Field Marshal, to the demoralized railway mail service.

I was somewhat troubled for a moment as to how I could possibly obey orders in both directions, but, after all, these two subjects are perhaps very closely related. I shall certainly not attempt extemporaneously, in five minutes, to summarize the ideals and characteristics of the American people, but I shall discuss briefly the subject of American ideals and character in connection with the particular work of this new department of a great and well-known organization.

It always seemed to me a very badly distorted conception of patriotism and of national duty that we should simply search for those things which have been characteristic of us, and then teach children and adults that these should always be perpetuated, without ever raising a question of value or right. What should we think of an individual whose ideal of himself and of the people in his community was simply that of perpetuating any trait that he or they happened to possess and

to have developed in one way or another? The larger point of view, the really social question is: What have been those tendencies in American life that are most helpful, most genuinely of service to the nation and to the world, and how can we develop those further, and emphasize in particular those which are worth while rather than the others? We may attempt a brief and partial answer, with special reference to the Junior Red Cross movement.

America, because it had a continuing westward-moving frontier line through generations, has developed certain distinctive characteristics and ideals. One is unquestionably the ideal of service—the rating of a man or woman not by station or wealth, but for real worth as an individual. Most Americans have a wholesome contempt for the drone. But we have developed also a reckless and dangerous disregard of thrift; we are notoriously wasteful as we are now finding to our cost. We have also been intensely individualistic. We have been notoriously scornful of skilled and experienced leadership. You do not have to look any further than our schools, with almost anybody claiming to pass expert judgment on educational questions, to see this trait. It is only in comparatively recent times that we are passing out of that stage.

Before this war broke out both of these unfortunate tendencies, though much less the matter of wastefulness than individualism, were under attack, and some decline of our extraordinary individualism had already appeared. We were beginning to recognize that we could preserve our liberty, that we ought to preserve our individual liberty, a special value in our American life, without cherishing all the unfortunate characteristics that had customarily accompanied it.

The Junior Red Cross movement, as I understand it, is bringing into the schools an emphasis upon service, service that children can give to their nation and to the world. It deals with activities rather than with instruction, with activities for the public service. So far, it is distinctly in accord with one of the fundamental ideals of American life. Furthermore, however, this movement is discouraging inefficiency, waste, and carelessness; it is emphasizing the lesson of co-

operation, and of following skilled and experienced guidance. It is peculiarly fortunate that we thus have organizations that can represent the very best in our tendencies, even if some of them had not been historical in the sense of extending over a hundred years.

I have been extremely pleased this morning to observe the note in the remarks of a number of the speakers, and especially in the remarks of the Commissioner of Education (because of the position he holds and his tremendous influence) relative to patriotism. On no point is the need of sound education greater. Some of you may have seen, as I did a few days ago, a paper issued by a certain gentleman prominent in suppressing 'soap box sedition,' whose name I need not mention, in which he proposed a creed for school teachers. They were urged to teach children that the Germans are a people without the pale of civilization. There is not time to repeat more of this creed of hate and passion, and smug self-righteousness. On the other hand, it is the ideal of *service* that the Junior Red Cross is urging. It is deeply gratifying to find a wiser and more worthy attitude here. We believe in the cause for which we are fighting. We believe that the nation we are fighting is at the moment a menace in the world. Under its present leadership it has got to be suppressed, but we ought to do it without teaching little children to fill their hearts with hatred and bitterness, and poisoning the minds of the generation which has got to live in the world with millions of German people—people who themselves are now children. If we follow that other line, we are doing work that will have to be undone in the future. Regardless of what we want, those millions of German people are going to be there, and our most important business, next to the vigorous prosecution of this war against their unhappy leadership, is to impress upon them, along with the rest of the world, that it is not a war of malice or of self-seeking, but a war of *service*. And by this organization that keynote can be admirably sounded.

It is fortunate also that the Junior Red Cross places an emphasis upon national and international service. In recent years our civic teaching has been wonderfully improved

through the emphasis upon activity and the functional mode of approach and community service. Now we need to supplement that with more attention to the idea of national service and to the international outlook. Even children in their simple way may be led, through such activities as the Red Cross proposes, to be constantly looking abroad upon this larger unit of the nation, and upon that nation as a cooperating part of the greater world.

B. American Character Illustrated Through Literature and History

EDWIN GREENLAW

University of North Carolina

In order to save your time and to get a concrete plan before you as definitely as possible, I first set down several propositions that I think are so apparent as not to need discussion.

1. That only two things matter now. The first is physical preparation for the war, the problem of organizing not armies alone, but a nation. The second is to organize the soul of this nation so that the cooperation that the Government expects from all citizens shall be intelligent, unselfish, patriotic, informed with the idealism that is our fundamental justification for entry into the war.

2. It follows, does it not, that it is not enough to pay attention merely to those things that are concerned directly or indirectly with actual warfare—Army and Navy personnel and equipment, relief organization, thrift and food conservation, organization of labor and industry. There are two methods of preventing waste, lost motion, unintelligence, selfishness in a nation: one is by autocracy in government; the other is through organizing the soul of a free people. If the American government were an autocracy, ruling over citizens long prepared for such a crisis, so that they would automatically resort to the positions and discharge the services ordered and ordained from the beginning, a nation might, almost over night, be converted into a vast machine. Such is the case with Germany. But

when the soldier laid upon Harry the King responsibility not only for the war but for the souls of all the men who had been impressed into the service, the King replied, "Every subject's duty is to the King, but every subject's soul is his own." It is a good democratic doctrine, this idea that every citizen's duty is to the state, but that his soul is left free. The heart of the problem for us is to bring this free soul, without the sacrifice of its true freedom, into relations not merely with the task of winning military victory, but to an intelligent cooperation, so that it shall speak the authentic word of humanity and drive out the Satan to whom Faust, still a German, has sold his immortality. It is to fight, not alone with the sword, but with the spirit as well.

3. To organize the soul of the nation, to crystallize a new international idealism, so that Everyman, everywhere, shall add to his muscle and his willingness to serve that infinitely greater thing, the power of his personality—so that America shall become once more terrible to tyrants not only for the vastness of her physical power but also for the imponderable, immeasurable might of her soul—this is our task. The process is educational. The nation is indeed become a school. Even stamp-cancelling machines are now used to drive home the elementary lesson that more than armies are required to win the war. By every agency at our command—school and college, humanitarian organizations, press, church, cooperation of citizens, this community spirit must be aroused, this community spirit that enables us to pull together for a concrete end and draws its strength from the stars. It is not enough to be students of history and ethics and literature. German education was efficient, properly composed of the elements of music, art, science, even Shakspeare—but it has produced a Frankenstein. The unity into which these elements fused over there, even among the intellectuals, got no farther than to reveal a Dr. Jekyll and Mr. Hyde. One illustration of what we must do is that history, literature, the ideals not of America only, or of the Allies only, but of humanity itself, must be apprehended and applied to present problems, so that what is going on in the world today shall be seen in the light of the

ages. For this is a chapter, at once the most terrible and the most inspiring, in the spiritual evolution of the race. Man will either climb to new heights as a result of this conflict, or his scientific skill and efficiency will have been converted to the search for that unknown element, some form of radio-activity or some poisonous secretion of the soul, that will destroy him utterly and leave the earth virgin soil for a new cosmic evolution.

4. To make all this concrete, to make it possible for this loftier, nobler educational ideal to operate among men—that ideal that, as De Quincey says, moves not by the poor machinery of spelling books and grammars, “but by that mighty system of central forces hidden in the deep bosom of human life,” we shall do well to recall some of the symbolism by which in all ages men have expressed some of these central forces. Gilbert Murray somewhere speaks of “that strange unanalyzed vibration below the surface, an undercurrent of desires and fears and passions, long slumbering, yet eternally familiar, which have for thousands of years lain near the root of our most intimate emotions and been wrought into the fabric of our most magical dreams.” In the light of the present, old legends take on new significance. St. George once more sallies forth to slay the dragon; the rape of Belgium, the sinking of the *Lusitania*, the midnight assassination of Edith Cavell are steps in the new damnation of Faust, who has once more sold his soul to the devil of Kultur. And in the dedication of America to the service of tortured Europe, in these new days when for a nation merely to be a sanctuary in the wide sea of misery is not enough, there is another symbolism, expressive of a new chivalry, a new search for the Grail, Spenser’s Knight of Justice once more giving battle to the monster of oppression and rapine, the Beowulf of our oldest English epic once more leaving his own secure home to save men of another land from the ravages of sea-wolf and fire-drake. Into the midst of our modern civilization, which we thought realistic, safe through commercial rivalry from the wretchedness of war, based on science rather than on romantic idealism, into the very midst of this civilization the old epic suddenly revisits men, the old

idealism that we thought forever dead beats once more in our blood. Is it not an illustration of this that President Wilson, addressing Congress the other day on the war aims of the United States, should have used these words: "That this intolerable Thing of which the masters of Germany have shown us the ugly face, this menace of combined intrigue and force, which we now see so clearly as the German power, a Thing without conscience or honor or capacity for covenanted peace, must be crushed?"

Now there are two symbols that express the very soul of the nation at the present time. They are American, our own possession, as priceless and meaningful as the story of Aeneas, or the story of Arthur or of Roland. We have no folk epic. Let us make one now, not in measured language but in the souls of the people. For the hero shall be not the individual champion, the founder of a nation, the Ulysses or Beowulf—the hero shall be our Democracy, "breathing united force with fixed thought." The symbol of American effort not merely to render aid to those who suffer from war, but also to alleviate suffering everywhere, is the Red Cross, the extension of whose services originated with an American woman and whose activities and scope are in process of development on a scale heretofore unimagined among men. The Red Cross is the Grail of our modern humanity, not mystic, not concealed, symbol of the idealism not merely of a few dedicated knights, but of that organized soul of which I spoke a moment ago. And the other symbol by which we may visualize and clearly comprehend just what America has set out to do in this war is to be found in the spirit that animated Lafayette. America is the Lafayette of nations. In a time of sorest need he did what he could to make in the world a safe place for democracy; we have set out to make the world safe for democracy. Here is our epic; let us make it real!

5. I have now two suggestions as to a way by which we may contribute to this task of organizing the soul of our democracy. The first is that through a small committee definite contributions may be made not merely to civic education as it is generally understood, but to the setting of the spirit of youth

on flame and to reviving folk-consciousness. Modern democracy may be traced to the meeting of the folk, religious, recreative, political, the impulses from which sprang the old ballads, the festivals of the seasons, the beginnings of democratic organization. To make use of the simple but effective organization of the Junior Red Cross in this way is both wise and legitimate. It will enlist the sympathy and cooperation of the Red Cross parent organization, of the teachers in our schools, and of women's clubs. Space in the *Red Cross Magazine* and in one or more of the weekly or monthly periodicals now so largely used in our high schools should be secured, if possible, for setting forth the nature and meaning of community spirit and for relating history and literature to the needs of the present. Second, I propose that a week be set aside as Lafayette week, in which there may be brought about a veritable reconsecration of the nation to the ideals symbolized for us in this story. Communities throughout the nation may observe that week, or certain days of that week, according to their pleasure or by following some simple program of patriotism and community dedication. For example, the first day may well be called President's Day; Sunday may be Lafayette Day, observed by the churches in the morning and through mass meetings at night. Monday might be called Patriot's Day, with school programs of essays, declamations, and the like. Tuesday should be Farm and Garden Day, the means for arousing a sense of the importance of planting larger acreages, of conserving food, and of thrift. Wednesday should be Clara Barton Day, in memory of the gifted woman who saw the larger possibilities of the Red Cross, and a day on which our present conceptions of the possibilities in this organization may be set forth. Thursday should be Horace Mann Day, in memory of the founder of our free school system, perhaps our chief contribution to democracy, the man whose words to his pupils, "Be ashamed to die until you have won some victory for humanity," are expressive of our deepest thought just now, and deserve to be set over against that ideal of a state that seeks only to find a place in the sun for itself. And the last day should be Community Day, to be devoted to

patriotic pageants and plays, the program for which may well be prepared by the Drama League of America, a day devoted to the imaginative expressions of the soul of the people and to a recognition of the fact that through the release of the imagination a new literature may be born in America. Such a program may seem too ambitious, but I cannot feel it so. It is a day of wonders, the day that Walt Whitman, most American of our poets, foresaw:

I see tremendous entrances and exits, new combinations, the solidarity of nations,

I see that force advancing with irresistible power on the world's stage . . .

I see men marching and countermarching by swift millions,

I see the landmarks of European kings removed,

I see this day the People beginning their landmarks (all others give way):

Never were such sharp questions ask'd as this day,

Never was average man, his soul, more energetic, more like a God . . .

What whispers are these, O lands, running ahead of you, passing under the seas!

Are all nations communing? is there going to be but one heart to the globe?

Is humanity forming *en masse*? for, lo, tyrants tremble, crowns grow dim,

The earth, restive, confronts a new era.

C. Americanization of the Immigrant¹

HARRY H. WHEATON

Director of the "America First" Campaign

The mobilization of the boys and girls of America in a Junior Red Cross is a constructive step for national unity. To crystallize in the minds and hearts of the young people of this land, ideals and practice of the American Red Cross is to build a foundation for the civic righteousness to come. Let the leaders, whose privilege it is to guide American destiny, ponder well on the manner in which the ground is to be covered.

Trite as is the saying that, "A chain is as strong as its weakest link," it is of value in expressing this indisputable fact. Let

¹Not presented at the Conference.

us consider in making our plans for the great promise of the Junior Red Cross, the necessity for shoulder-to-shoulder participation of the child of the stranger within our gates. No council, no advisory committee, no Chapter, national, state nor local, is complete in its Americanism or in its possibilities for patriotism, that does not include as members, dark-eyed daughters and sons of Italy, children of Polish patriots, fair-haired Scandinavians and loyal German "kinder," the little Syrians, the bright-eyed Yiddish youth, and so on *ad infinitum*. The democracy of childhood can well be a powerful force in promoting democracy in adult life.

Full understanding by the Junior Red Cross of the reasons for the "America First" Campaign by the United States Bureau of Education and what is meant by "America First" is necessary in order to have the best kind of cooperation. Figures in the following table are some of the reasons for the Campaign. According to the United States census of 1910 there are:

13,000,000 foreign-born residents in the United States.

33,000,000 of foreign parentage.

3,000,000 non-English-speaking people.

The subsequent immigration since the outbreak of the war would increase this number approximately 4,000,000.

These people have come to make a home in the United States. They are necessary for our country's development in manifold ways; they have a contribution to make from the vocation of the pick and shovel to the sculptor's chisel. They come to enjoy American liberty not always realizing possibly that the coveted liberty was purchased by the shedding of precious blood, by sacrifice, and fearful hardships endured, and through indomitable will. This liberty that men in millions travel far over-seas to enjoy, is so precious that we fight for it when it is assailed, we die for it, we give up our fairest and best for it. Men and women, boys and girls, join hands and hearts and march in service for the cause.

These lessons of American liberty and of its responsibilities must be made clear to the stranger within our gates; this is *our* duty: we must *teach* that liberty is not license but grave responsibility. Democracy to succeed must have an enlightened

mass; we must *realize* that the people must not be isolated in groups and colonies and have barriers of language to separate them from their fellow man; we must *insist* on this. Therefore, we campaign for "America First" in the allegiance of all citizens, for a common language, for civic understanding and righteousness; "America First" for righting wrongs in service to humanity; "First" in the ability to do well the day's task and to be true to a great ideal that offers refuge to the oppressed of other lands.

The necessary step to bring about the desirable unity is to speak a common language, and so the Junior Red Cross can adopt for some of its slogans: "Make English the language of the United States;" "Make English the language of the state;" "Make English the language of the city, of the community, of the neighborhood." Advocate that members of the Junior Red Cross encourage the parents who do not speak English to attend classes; that they speak English to them, and read to them from an American newspaper each day. The children of American parents can learn through interesting discussions what the obstacles are that foreign men and women encounter in learning the language and customs, and can report their findings to their governing committees.

The Junior Red Cross can adopt as a precept that the public school is the great free American institution for learning and that it must be strong and broad; that men and women go to school, as well as boys and girls. The Junior Red Cross can offer its assistance to principals and teachers in the foreign districts, and act thereby as first aids to the "America First" Campaign.

4. Educational Methods

A. How to Organize for Patriotic Work in English Classes

C. C. CERTAIN

Cass Technical High School, Detroit, Mich.

Realizing the importance of enlisting the high school boys and girls of Detroit in the *bond campaign*, the Detroit Board of Commerce made, at the beginning of the Second Liberty Loan

Drive, a generous appropriation for the High School Committee. The superintendent of schools, appreciating the value of services that could be rendered by the students, and foreseeing the benefits to be derived by the students in an educational way, immediately authorized all high school teachers of English to organize their classes to assist in the Liberty Loan Drive. Two bulletins were prepared by the writer, one for each of the 15,000 students in the Detroit High Schools, and one for each of their teachers. These pamphlets made possible organized and systematic work in the English classes of all the high schools. Fifteen thousand students followed the outline for class activities suggested in these bulletins and helped to solve the problems raised therein. The bulletins indicated the general motives and purposes underlying the plan of cooperation between the Board of Commerce and the high school students, formulated plans and methods of procedure, noted the results expected, and provided a way in which the public might be made aware of the results gained.

The appropriation by the Board of Commerce made possible three achievements: First, twelve high school faculties and 15,000 high school pupils working together with a clearly conceived and a well-defined patriotic purpose in view; second, a feeling of cooperation between the boys and girls on one hand and the men who were actually directing the campaign on the other; third, a thorough training of high school students for future patriotic work of this kind.

Complete records of all the work done in the English classes were preserved. The result is a collection of scrapbooks and portfolios containing material of an intensely practical and patriotic nature ranging from salesmanship talks and sales letters to plans of reconstruction after this and other Liberty Loans have been oversubscribed and final victory achieved.

The scrapbooks contain clippings from newspapers, magazine articles, advertisements, cartoons, and a collection of stray odds and ends reflecting the spirit of the second Liberty Loan Campaign of 1917. These books are in many instances beautifully illuminated with original drawings and sketches by the students.

The portfolios contain copies of patriotic speeches, selling talks, dialogues, sales letters, histories of the previous Loan, and hundreds of original papers on novel and interesting phases of the Liberty Loan Campaign.

A complete exhibit of this interesting material was displayed at the Board of Commerce Building during the week following the campaign. The exhibit contained specimen scrapbooks and portfolios from each of the high schools in the city.

The two bulletins may be used by persons who may be interested in undertaking similar plans of organization, either in future Liberty Loan drives or in activities connected with the Junior Division of the American Red Cross.

The plan of organization set forth in the bulletins makes possible a more flexible form of recitation than the conventional one commonly known.

In a program of education appropriate to a democracy, the conventional recitation typified in the traditional question and answer process of instruction and in the topical plan of development, is extremely limited in range of application.

The modern concept of education in a democracy demands a new type of recitation depending upon active participation in the processes of social life.

In this new type of recitation, the aim of the teacher is to make use of acts *purposed, projected, planned, executed* and judged by the pupils either individually, or severally in cooperation. The recitation in this form constitutes the so-called problem-project method of instruction.

The teaching procedure is in the beginning involved in the use of acts motivated by easily attainable ends. The procedure becomes involved in more and more complicated acts as maturity and experience make them possible.

In the new type of recitation experience is *not* regarded as the product of adult life, but as a continuous process in the direction of which the activities of the pupils are receiving motivation.

The experiences of childhood in the educational sense represent a continuous process, a blending and becoming part of the generalized experiences called subject-matter.

In the new type of recitation, the teacher furnishes the necessary guidance for experience of the proper kind, and for growth in the desired direction, by selecting appropriate stimuli for given responses on the part of the pupils and by attaching satisfaction to desirable responses, and dissatisfaction to undesirable responses.

B. The Use of Drama for Junior Red Cross Work

PETER W. DYKEMA

University of Wisconsin

I cannot start better than by giving an incident that happened to me on a journey several years ago through a country which we are now viewing in a very different way. I had the pleasure of spending some time in the older Germany. I remember one particular day when I visited the home in Frankfort where Goethe lived and where he had most of his education. In the upper room of the house there is still preserved the little puppet theater with its cardboard proscenium and paper dolls. These little toys afforded the opportunity not only for entertaining the boy, but for teaching him many valuable lessons. In his *Wilhelm Meister* he writes that as he made these little puppets go through their parts he caused himself to see and analyze the motives, the whole expression of life of the people they were supposed to be. After he had worked with these dolls upstairs he went downstairs to see the real people, and he observed them, caught their phrases, and looked into their lives in a penetrating and understanding way because he wanted to weave them afterwards into his little plays.

Goethe's experiences are typical of much that may proceed from the use of play, especially drama, with children. I find in play not only the recreation which we are so fond of thinking it is, but also the source of influences which may lead towards growth into the best kind of lives.

Listening to the program this morning, I said to myself that we grown-up folks must not forget that we are dealing with

children, and that full life to little children means a large measure of play. This is a pretty serious program that the Red Cross is laying out. It is putting a lot of responsibility on these little heads. The child that becomes a man too quickly never becomes a man. We must remember that our children in the midst of this awful warfare in which we are now immersed are just as much entitled to happiness and joy and moving forward with free spontaneous development as they were before the war came upon us. If these children are to be the men and women who are going to solve our problems by and by, we must give them a normal childhood today. Consequently, I approve heartily of the movement to include in the activities of the Junior Red Cross a liberal amount of play and recreational activities. Stressing the drama is going to give them great joy. You know there is nothing a child would rather do than make believe, and drama in its essence is simply "make believe" carried a little further.

As in all the arts, the first great object of drama is recreation, is happiness. The second object is education—which, by the way, should by no means exclude the first object. The two phrases—happiness and learning—should be indissoluble, at least in drama. You know the things you have done and that I have done in order are the things that you and I care about remembering. The next best thing to doing a thing, being a part of a drama, is to see it. That is to me one of the great objects of the moving picture, and the reason for its great appeal. Many of us can testify that for the time being, those flickerings on the screen seem not pictures but the real thing. Except in as far as it is more difficult to obtain, better than the moving picture is the actual drama with actors of flesh and blood. But in the schools, with an abundance of willing actors, the living drama is easier to obtain than the moving pictures. So let us decide on the few things worth while which we want them to get and let us do those things.

I think we are not going to have any trouble with placing the drama in the schools. We are just coming to the time when the schools are awakening to the value of drama. In

fact, I believe that today, in the progressive schools, the drama has a place that has hitherto been hardly dreamed of.

There appeared a few years ago a stimulating book written by a clever English woman which tells of her experience in an English community where the school was to the children a boresome place. By means of introducing rather extensive dramatic activities, she caused lessons in arithmetic, geography, English, nature study, in fact, in practically every subject, to be turned into little dramas. Interest awoke in the children and their lives became filled with vigor and enthusiasm. It may be rather contrary to our notions to think of Columbus approaching America in a soap box, but nevertheless, things he said and experiences he went through, presented in that manner, undoubtedly were so impressed upon the minds of the children that they will never forget them.

The same principle may be applied to the Red Cross. If, in our work we merely give these children a mass of facts, or, good as it is, only a number of tasks, uninspired by ideas that are significant to them, it will not be long before they become deadened. Let us put them in dramatic form. This does not mean that they must be worked out by some clever dramatist. I believe it is important to have the children make their own little dramas. Take that Red Cross placard showing the aged mother at home alone, or that splendid one showing the immigrants greeting the land of promise. Almost any group of children, after a bit of study of either of these pictures, will make you a charming drama. And the drama when it has been done by children will come to them with new impressions.

Let us get all teachers to realize that they can make their work in English stronger, they can make their work in vocal expression stronger, they can make all of their work stronger in this way and at the same time accomplish their purposes. Mr. Gordon has wisely spoken of the spirit of cooperation. Let us use the drama as one great means of getting it. Proper use of the drama will forward not only the objects of the Red Cross, but of all education.

C. The New Civics

J. L. BARNARD

School of Pedagogy, Philadelphia, Pa.

The topic assigned me was, "Individual Activities as a Means of Promoting the Educational Program of the Junior Red Cross," but the Field Marshal kindly allowed me to substitute for it the thing I know most about, and I am going to talk on the subject of the Junior Red Cross and its relation to the new civics—the almost entirely new type of civics that is coming into our school programs over the country.

Let me say briefly, because I have just a little time, that the old type of civics which a good many of us were brought up on, which was largely memorizing the Constitution and had to do largely with the organization and legal powers of the Government, is going by the board. In its place is a civics course running through the elementary grades from the first to the eighth, and completed in the high school. Information is a by-product in the new civics. The primary thing is practical training for citizenship. Let me, in just a few moments, outline the plan.

In the very early grades we are putting emphasis on civic virtues—the importance of that has been emphasized in this meeting—obedience, orderliness, truthfulness, fair play, honesty, courage, self-control, thrift, and so forth. The method of teaching is through stories, and poems, and songs, and simple dramatization—which has also been emphasized here today. The dramatization of the story told by the teacher to the children is working admirably. It not only is relaxation for them, but by living in these things it seems as if they imbibe the spirit of it more than they otherwise would.

You understand the object in this is the formation of right habits. Habit always becomes automatic and to that extent frees us to go on with other things.

We next consider how we are being aided by the community round about us—the dressmaker, the doctor, and always beginning with the child's own experiences. Then, we go a little further, and take in the fireman, the postman, the one who

comes to collect the garbage, and so on. Then those contributing such things as water, gas, electricity, telephone, and the like.

What we are after is to show interdependence, cooperation, service, and also the adult embodiment of those civic virtues the children have been hearing about. They discover that it is quite as important for the adult to be courteous and helpful and honest and punctual, as it is for the child. Of course, illustrations that can be drawn from present war conditions are of value just now.

Later, we go on to a more mature discussion of the elements of civic welfare; health, protection of life and property, education, recreation, and so on. In discussing these we proceed from local to state, to national, beginning with their own life experiences and going on to wider fields. Moreover, the way adult citizens cooperate through private organizations is constantly noted.

Later on, in the senior year of the high school, the plan is for a course in social problems, taking up problems like the high cost of living, immigration and its effect on standards of living, a living wage, conservation of natural resources—anything that may come close to the young person, and going for possible solutions of these problems to the elements of economics, sociology, and politics.

Now, as to the curriculum of activities. First, there are the activities that are already in operation, especially for the lower grades, and then there are those that the war is bringing about. You know that the schools are taking up campaigns against flies and mosquitoes; they are going into campaigns for "Cleaning-up Week," and a "Spotless Town," and for "Safety First." In New York State, they are beginning to organize junior S. P. C. A. societies to help prevent cruelty to animals. Then there is the Junior City Police, in New York City under the wonderful Arthur Woods; and the Junior Civic Leagues are doing wonderful things. Thrift clubs have been organized, and the things I could tell you about them, if we had time, would be of interest.

Then, of course, outside the schools you have the Boy Scouts and Girl Scouts, and other movements of that kind, that are often working in close cooperation with the schools.

So much for those already in operation before the war began. Since the war has begun, the schools have taken up many war activities, and these I think will be covered by the Junior Red Cross. These are cooking and canning; the sewing of refugee garments—I am quoting now from pamphlets that have been put out—the knitting of sweaters, mufflers and wristlets; the making of surgical dressings; even the manufacture of crutches and canes in the training shops; also soldiers' libraries and soldiers' scrapbooks.

The importance of earning money to help finance the war and to bring raw material for the Junior Red Cross is beyond question. I believe the thought is that as the burden of the doing of most of these things falls upon the girls, the burden of raising the money needed should fall upon the boys. For this, there is the farm work, gardening, and other possibilities.

The point of it is this. The Junior Red Cross is going to enter the schools and is going to correlate, unify, and standardize these various civic activities. I do believe—maybe I am wrong—that the new civics can give the impetus, the motivation. It is all right for the moment, when the spell is over us, but the Junior Red Cross, like the little brook, proposes to go on forever. I think we will see that the partnership to be established now between the Junior Red Cross and the new civics is a matter of vital importance in the training of our young citizens for this time of war and for the days of peace that are to follow.

D. Community Activities

HENRY E. JACKSON

United States Bureau of Education

"It is better," some one has remarked, "to be overwhelmed by a big subject, than to overwhelm a little one," but I confess that the subject assigned me today is too overwhelming to be

treated in the space of seven minutes, with any degree of comfort either to you or to myself. You will please to observe that my subject is "Community Activities." And what are they? They include no less than every subject on this program presented by those who have preceded me as well as several more which I could mention.

It is a temptation to emphasize the value of these activities to the work of creating a community spirit. Community drama, for example, which has been called "the ritual of the religion of democracy." It affords not only pleasure and instruction, but is a most effective agency in promoting concerted action. The same is true of play, which was presented to us this morning. To cultivate the spirit of play not only meets an instinctive human need for physical and mental recreation, but renders a distinctive service to democracy, on account of its spiritual value. One can carry on the work of destruction by himself, but he must organize in order to produce. He must cooperate in order to play. He cannot monopolize the victory, he must share it with the team. Play thus develops the spirit of sportsmanship, the willingness to play fair, the capacity to be a good loser. These are indispensable qualities of good citizenship.

Indeed all the subjects which have been presented in this convention are big with significance for the Junior Red Cross movement, so big that even to begin to state it in a seven-minute speech is out of the question. But the very number and value of the community activities we have considered suggest at least three formative principles which I believe it would be helpful to bear in mind as we proceed to develop the organization.

1. The first is that the Junior Red Cross should try to become so far as possible an all-inclusive organization. This need is made manifest by the very multitude of activities presented here. What is needed is to coördinate the social activities now in operation in order to prevent needless waste through duplication. If by any chance we can decrease the number of organizations it would be a public benefaction. So much energy is frequently spent in organizing activities that there is not

enough energy left to operate them after they are started. If we consider the various activities as spokes in a community wheel, the thing we seriously need to discover is a hub for the wheel, a central, all-inclusive, community organization, which will coördinate the spokes, and perhaps reveal the fact that two or three spokes are trying to occupy the same place. To show up this fact will do much good, for what the disease of over-organization, like other diseases, needs is exposure to the air and light. The Junior Red Cross has a better chance than any other agency in its field to become the hub of a community wheel, a coördinating agency. It is a great opportunity.

2. The second principle suggested to me by the large program presented here is that we ought never to underrate the capacity of children. I congratulate the leaders of this movement that they are not doing so. But it is a very common mistake. It is due to the self-centered point of view of adult-hood. The child is a comparatively new discovery, only half made as yet. We are forever trying to make children to be like us, whereas it is we who need to be made like them. Said Emerson, "You are trying to make your son another you. Don't. One's enough." You see the rag rug hanging on the wall before you. While writing an article on the Junior Red Cross for Dr. MacCracken I was called away to give some lectures to a State Teachers' Convention in North Carolina. Among its exhibits I discovered this rug and I carried it away. Since then I have been corresponding with the two little girls who made it. They wanted to donate it, but I insisted on paying them enough for the material in it to secure material for them to make another. If the officers of the Red Cross will make me a cut of it in colors, I will present it to them. If they do not, I will present it to them anyway. It is really the gift of the girls, not mine. It belongs here, for it is an effective symbol of the ideals with which the Red Cross seeks to inspire American children. The Red Cross in each corner of the rug indicates that the manual work was done under the Red Cross impulse of unselfish service. The flag in the middle connects the service with our national welfare. The rug was made in the public

school, made entirely by two little girls in the seventh and eighth grades, made out of old rags woven on a tow sack, an evidence of the capacity to make an economic use of apparently useless by-products, to make the most out of commonplace materials close at hand. It is not only a beautiful symbol of many of the ideals of the Junior Red Cross, but it shows the readiness of children to respond to big ideals and their capacity to apply them.

3. The third principle is that the Junior Red Cross seeks not only to be a beneficiary, but also a benefactor of the schools. There is danger that the multitude of demands made upon the schools will lead them to feel that they are being exploited. We need to make it clear, therefore, that we not only want the children to serve us, but that we want to serve them. That the schools will be greatly benefited by the process of doing Red Cross work there can be no doubt. The three R's of the movement are "Relief, Rescue and Reconstruction." The work of reconstruction is, of course, far more difficult than the work either of destruction or construction, but difficult as it is the process is now taking place. The new uses of history presented in a paper here this morning are highly significant and typical of the benefits which the schools will receive. A re-interpretation of history and new and vitalized methods of teaching it, I regard as one of the most needed of reforms. But the best and the immediate service which the Junior Red Cross is rendering the schools is to connect the school activities with life processes and human needs. It would require an hour's lecture to state the value of this service. Dr. Grundtvig, Denmark's great educational reformer, said, "Any school that has its beginning in the alphabet and its ending only in book learning is a school of death." The Junior Red Cross will help to save the schools from this fate, by connecting them with real life activities.

The mention of our three R's, "Relief, Rescue and Reconstruction" leads me in closing to urge very earnestly the Junior Red Cross to include among its fixed policies the rescue of the girls and boys not in the schools. Over fifty per cent. of the

girls and boys of America never finish even the grammar grades. This fact forebodes ill for the nation's welfare. I feel this so deeply that I wish to put my plea in the form of a story not only because I must be brief, but to make it impossible for you to forget it, even if you should try. It is the story of a little girl, in the mountains of Kentucky, who was left motherless at the age of eight. There were four children still younger. Her father was a poor man, dependent upon his daily labor for the support of his family, too poor to employ anyone to undertake the care of his children. So the duties of home-maker and mother fell upon the shoulders of the little girl and right nobly and patiently she performed them. She rose early to prepare her father's breakfast and she toiled into the night to complete the tasks of the day. It is little wonder that at the end of five years the slender strength was exhausted. At thirteen she lay dying. A neighbor sat by her bed to give what comfort she could. The little face grew troubled. "It isn't that I am afraid to die, I'm not. But I am so ashamed," the little girl said. "Ashamed of what?" asked the woman in surprise. "Why it is this way. You know how it's been with us since Mamma died. I've been so busy, I've never done anything for Jesus, and when I get to Heaven and meet Him, I shall be so ashamed! Oh, what can I say to Him?" Great sobs shook the neighbor as she gathered the little calloused, work-scarred hands into her own and said, "I wouldn't say anything to him, dear; just show him your hands." Who is responsible for the injury done to this girl-mother by leading her to suppose that her loyalty to commonplace duties would fail to meet the approval of Him who worked at a carpenter's trade? By the grace of democracy we shall decorate little heroines like this with the name and symbol of the Red Cross. By the grace of democracy also we shall decorate with the same sign the commonplace work they do and elevate it in our thought to the place it deserves to occupy by destroying the fake distinction between sacred and secular. What nobler projects could there be than for the Junior Red Cross to rescue these outside girls and boys and give them a fair chance in the race of life not only for the sake of the nation's welfare, but for their own?

E. REMARKS OF MARGARET S. McNAUGHT

Commissioner of Elementary Schools for California

I am glad to be with you; glad to have had the joy of finding in the long journey across the width of the continent from the land of winter sunshine and flowers and ripening oranges to this land of snow-bound cities and frozen fields, not only the same flag, but everywhere along the way, the same patriotism, the same ardor for victory and the same enthusiasm for support of the work of the Junior Red Cross. I am glad, too, to be able to bring you a message from our honored and beloved Governor, William D. Stephens. He did not write it for me, but trusted me to "keep it by heart" as the children say, and to give it to you by word of mouth. Essentially it is this:

I cordially approve the institution of the Junior Red Cross. It serves the double good of assisting our manhood and our womanhood in the war of today and of assuring the loyalty of the manhood and the womanhood of tomorrow. The boys and girls that become members of the Red Cross in the schools will have the honor of rendering their country and humanity a two-fold service, that of helping to make the world safe for democracy in this crisis and of keeping it safe when this generation shall have passed away. Having learned patriotism through self-denial in little things, they will be strong to uphold it in the greatest. Whenever the Junior Red Cross counts the roll of its most earnest friends, let my name be included among them.

When I notified the President of our State Board of Education, Mr. E. P. Clarke, of the call that came to me to attend this Conference, he said to me: "It is important that you should go; we must get all the ideas the East can give us to help on the work here."

So I have come not only to bring you a message, but to profit by the counsel drawn from your experience. Let me tell you then of what we are doing in California and of what we have learned there from our experience. First, the Junior Red Cross is with us firmly established and well organized under the capable presidency of my colleague in this Conference, Mrs. Harry A. Kluegel. The work already under way includes about all that comes within the range of childhood

activities. Our Juniors serve the war needs of the nation, not only by work in the schools, but in the fields and in the factories. They both produce and conserve food. They make articles for use in the camps and in the hospitals. They raise money for the purchase of thrift stamps and of Liberty Bonds. They give school entertainments for patriotic purposes. They take part in street pageants. So excellent has been their service in all these directions, that wherever volunteer aid is wished either for action or inspiration, the school children of the community are called upon to do their part.

The schools have profited much by the service they have given to the Red Cross. The profit indeed has been so large that it merits special consideration. It is a new and gratifying proof that it is better to give than to receive. By giving much we have gained more.

When first the war-call was made to the children, many parents objected. I received letters saying, "I do hope you are going to keep the children out of this war." I wondered if these objectors knew that children are human and that they were bound to feel even more acutely than ourselves the impulses of patriotism. They are as alive and as bright as we are and they have the young enthusiasms and ardors we have lost with the years. They have shown all these forces of young life in a way that has taught much to adults that are capable of learning.

Thus it has come about that we no longer hear that music in the schools is a fad and that dramatic representations are a fad. School entertainments have proven their use and their benefits to whole communities. We no longer hear that girls cannot grow crops or raise pigs. Our California girls have done both and done them well. We no longer hear that athletics are a fad. The disclosures of the percentage of weak or diseased young men before the examining boards of the Army prove the need of all sorts of athletic training and of sound sanitary conditions in school and at home.

These proofs have brought profit to the schools and to the teachers. We are going to have better and broader systems of education, better schoolhouses and, indirectly, we shall have

throughout the community better homes. Finally, we shall have among the alien populations of our immigrants, a fuller and a truer conception of America and of Americanism.

Thus all that we have done and are doing for the Junior Red Cross is coming back to us with a hundred-fold increase. We have long been accustomed to the common praise that we are wonder workers, that we train citizens, that the future of the people is in our hands; but now we are getting something more than that platitude of the past. We are getting the conviction that the people are going to sustain us in our work hereafter with active help as well as with words. This is the influence the Red Cross work of the Juniors has had upon our communities in California and I doubt not that it is the same everywhere. I note that whenever the adults wish a Liberty Loan drive or a food conservation drive, they have the children come forth with parades, or with school songs and dramas. Why? It is because a little child holding up the flag and crying, "I love my country, I love this flag," appeals to the people more strongly than the same words uttered by a grown man or woman. It is the appeal irresistible! At its call, every patriotic heart, even though it beat in an aged bosom, responds, "I, too, love the flag and the country—and also I love the Junior Red Cross."

*F. An Hour A Day for Red Cross by School Children*¹

ARTHUR D. DEAN

Teachers College, Columbia University

I believe that every school boy and girl above the age of twelve should contribute the equivalent of one hour a day in school time for Red Cross, for the following reasons:

1. Because we are at war, and the war cannot be won except through service. The boy and girl power of the nation must be organized as purposefully and as effectively as the man and woman power. Their thrift, their sacrifices, their services must count and must be accounted for.

¹ Prepared for the Conference but not presented.

2. Because such work entails no physical and mental ill-consequences. Educators and thinking people in general agree that our children should not, for the present at least, contribute to production or distribution through any relaxation of the present employment laws governing the entrance of children into industrial and mercantile life. But Red Cross service offers useful work which children may contribute under school supervision. Here the children will receive the advantages of performing useful labor and will obtain one of the satisfactions of a wage-earning life without strain and without sacrificing training values.

3. Because the children want to help. The Red Cross work which they are already voluntarily doing proves that their hearts are in service work. Too long they have marched under the three R's; they would elect the three H's—Head, Heart, and Hands. They have used their hands and now want to use their hearts and heads. In fact, in the Red Cross work they may use all three, but it will be the heart which answers the call, guided by the head and expressed through the hands.

4. Because we want time to produce responding power. The test of their effectiveness, as ours, rests upon their capacity to respond to a national need or a national ideal. The determining power of efficiency of citizenship lies in the ability of individuals to respond to a national need of service at the cost of personal sacrifice. We have such a national need—never greater, and this need is based upon a national ideal—never finer. Red Cross work is the need, and service for a just cause is the ideal. School programs must allow for the responding power of youth.

5. Because that service which we have preached in our schools may now be practised. The new point of view of education centers around the ideal of having the child working and thinking towards the purpose which he recognizes as having social value. We claim that such values must be democratic and that all should participate. National service must be rendered down to the last person. Clubs and church organizations for betterment work have selected groups. The well-to-do may always find expression for useful service. But for

a genuine, democratic expression of service open to every child, the Red Cross offers the greatest opportunity.

I know that the Red Cross work will give a new life to the schools; that it will react favorably upon all school work for the following reasons:

First, because schools in general need motivating forces which are made conscious to the children. Children are always told that school work has value and that some day they may use it, but dealing in futures is foreign to child nature. Children's interests are in the present, and war is present, and need for service is present. Children know these things. Bringing the war into the school means motivating not only the teaching of history, geography, science, etc., but it means motivating the very school itself. We know that high-school children will talk about and work for a school dance, school play, or school game. Those of us who are close to the work which the schools are doing for Red Cross know that children are now talking and working for the Red Cross. It has become a great motivating force. It has done more to teach patriotism, to develop coördination, to bring out service, to inculcate habits of thrift than any amount of preaching has ever or could ever develop in the public schools.

Second, because the manual training, sewing, and cooking need some stirring motive to keep them from becoming as formalized and lessonfied as the traditional subjects. Thoughtful people are becoming disposed to criticize the present methods employed in many of our household and manual arts classes. It is felt that the children in these classes, through the work which they do, think of themselves first, last, and all the time. The whole spirit of the new methods in practical arts is based upon getting away from the individual models created out of the mind of a teacher and imposed upon an unsuspecting student body, which follows a "course of models" in about the same way as it takes a course of arithmetic. The whole scheme is now based upon the project plan and not upon the model or exercise plan. It is no longer based upon the teacher's course of study framed on the basis of tool exercises or logical sequence of processes. It comes out of a need which

is as clear to the student as it is to the teacher. Teachers of household arts have begun to see the need for reform. Many are bringing into school life such problems as the mending and darning of the family clothes, cooking school luncheons, managing day nurseries for babies of working mothers, making table and bed linen for hospitals, making jams and jellies for charitable societies. Such teachers have welcomed the opportunity offered by the present war to forward the new idea of socializing domestic arts by introducing Red Cross work. Manual training teachers are restless under the régime of coat hangers, sleeve boards, taborets, Morris chairs, and piano stools. Progressive ones have been building garages, laying concrete walks, re-equipping their shops, organizing school gardens, developing vocational courses, and so on. It is such teachers of manual training who will welcome the introduction of Red Cross work. It will give them an opportunity to do emergency work of a socialized nature for a need which is great and for a cause that every boy can see is worth while.

I am convinced that the Red Cross methods of organizing for service through production are not only sane from the angle of production, but also that they offer a useful experience for school children to work under a system of production as employed in the work-a-day world. We may question, and rightly, the business value of the methods of factory production as contributed by school children under sixteen years of age, but surely no one can object to the equivalent of one hour a day devoted to Red Cross service, working under a plan which follows business and factory systems which will give pupils an idea of productive and distributive processes involved in the work-a-day world.

Those of us who are interested in the methods employed in vocational schools to turn out student products, appreciate the benefit to the pupil of learning to work from well-planned directions and of turning out a product exactly corresponding to specifications. It is believed that this manner of doing the work holds an educational value which entitles it to a place in the household and manual arts courses of every school. Both technique and speed are necessary to the condition of need

which the Red Cross is meeting. As pupils are called upon to respond to this demand for quantities of garments and hospital supplies as well as for accurately made articles, they will become trained in speed and accuracy while rendering a distinct service to their country.

I would not limit the Red Cross to girls; it should include boys as well. Neither would I limit the work to the curriculum of schools which have vocational courses so that only boys and girls electing such courses have the opportunity of doing Red Cross work as a part of their school program. Those who are taking academic courses in school, and they greatly outnumber the vocational school pupils, should have a chance to render a service through the schools. It is a grave mistake to throw the burden of useful service upon a special group and in this way help develop the notion that those who take classical courses have nothing to do but look on while those in vocational courses are to do the work.

I am of the conviction that the time has passed for voluntary after-school clubs for Red Cross work. The educational value of the work will be lost if Red Cross work is made voluntary, as no voluntary work can be systematized or directed so well as courses incorporated in the curriculum. The work of every school child between twelve and eighteen can be organized and graded to bring out the most effective service.

It is very clear to me that service work requires organization. It is very clear that the preparation needed to initiate Junior Red Cross in any large way into the schools of the State is considerable. There is a good deal of organization and consequent detail connected with it. The domestic art teachers of the school district or county ought to be called together and instructed in the minutiae of garment making and surgical dressings. The officers in vocational schools ought to print certain of the general directions. Every school must have the blue prints, photographs, and written specifications issued by the Red Cross Headquarters. If the boys in the manual training and vocational schools are to make bed cots, there must be a uniformity of size, materials, and attachments. The state supervisor of manual training and voca-

tional instruction ought to send out blue prints and specifications of packing cases, bed racks, tables, and cots. He ought to state that so many hundred of these articles are needed and that the city of——— and the county of——— and the school district of——— is expected to furnish its quota, and he ought to name the quota. It will be a new experience and a very useful one for school people to learn business methods of organizations. As we approach that democracy for which we are fighting we shall find more and more need for conserving energy, for assigning people to work they can best do, to have them fitted to work effectively at it, and to have them know that they are working for a just cause and in the most efficient way. Junior Red Cross work is a training field for a democracy.

President Wilson in his proclamation to the school children under date of September 18, 1917, when he called upon them to do their part in the war by joining the Red Cross, showed himself to be a master of good pedagogy as well as a leader of men. He told the children to think of their school as the natural center of their lives; to serve the community in which they live; to reach out through service and study to the larger world outside; to have behind all action high ideals; to save that others less fortunate may have; to learn how to do and through doing, how to grow; to learn directly of the world of action while it is in action; to work with their elders for a common purpose—the common purpose of being useful citizens of our great country.

VI. Cooperation in War Service

1. Cooperation of the United States Food Administration

FREDERICK W. WALCOTT
United States Food Administration

There should be one, great, outstanding purpose in the mind of every man, woman and child in the United States—to win this war in the shortest possible time and stop the slaughter.

It seems to me that this war emergency must be the appeal to be used by every department of the Government, whether it be Red Cross, Food Administration, Army, or Navy.

We have been drifting along for generations in this country in a careless, easy-going, wasteful fashion, and now there is an emergency which we believe will furnish the incentive to reform our old methods. Whatever direction the reform takes—war, fighting, or suffering—the cost in innocent victims—the emotional appeal must always be kept in sight.

It goes without saying that the United States Food Administration will cooperate to the utmost in every possible way with the Red Cross, and we are anxious to help you specifically in your attempt to organize the Junior Red Cross and develop its membership by giving to the school children of the country a definite food message, which will show them how much our associates in the war need food and how we can help furnish this food by saving in our own homes.

England, France, and Italy need wheat sorely; they need it in enormous quantities; they need one-fifth of all we have left for ourselves this year, and we must deny ourselves in order to ship it to them. They need meat, especially pork and pork products. Pork and pork products keep better and can be shipped more easily than any other meat. We must save all of our pork. The boys and girls living outside of the large

cities should be encouraged to raise a pig and thus work for our soldiers in France.

We must teach the boys and girls of this country to eat less candy and give up sweet drinks. It will make them healthier, it will save their teeth, and it will allow the Government to ship to the Allies more sugar, which the soldiers need, if they are going to fight. Sugar reaches the muscles and becomes energy more quickly than any other form of food. That is why the soldiers in desperate night attacks need sugar to maintain their energy and keep them warm. We must save, save, save. Food will win the war, and it must be saved by teaspoonfuls as well as in larger quantities.

There is one more thought we would like to impress upon the minds of the boys and girls of the United States: three times a day, when they sit down to eat, they should think of the hundreds of thousands, in fact millions of people in Europe who have been scourged by the German Army, and who have from two to three years been suffering not only the pangs of hunger but actual starvation. Their vitality has been lowered, hundreds of thousands of them have died. More people have died in this war from famine than by fighting. In addition to that, famine has left whole nations deprived of their hope in the future; their buildings have been burned; their live stock and farm implements have been taken away and destroyed; their factories have been dismantled and many of them burned—all for the benefit of Germany. What hope has the Belgian, Pole, Serbian, Armenian, and Roumanian for the future unless some great, rich country like the United States keeps them constantly in mind and goes to their relief after the war? During the last two years, we allowed England and France to fight our battles alone to free these suffering peoples of Europe. It is a sacred trust, a great privilege, and if we discharge this obligation without hope of gain, we will have proved to the people of Europe the benefits and the principles of Democracy.

The trustees of this great project are the boys and girls now in our schools. These will be their problems; they cannot begin too soon to learn of their opportunities for service.

2. Cooperation With Extension Service of the Department of Agriculture

O. H. BENSON

Agriculturist in Charge, Boys' and Girls' Extension Work

I am glad to have an opportunity of attending this Conference in behalf of the Junior Red Cross activities. It seems unfortunate that the duration of the Conference will not permit a more complete presentation of each subject and more time for a general discussion of the topics in which we all have mutual interest.

The working out of a cooperative program with a view to encouraging boys and girls and giving them the direction and supervision which they deserve is of paramount importance at this time, and I am sure that I speak the sentiment of all present when I say that, more and more, as the war program advances, will we appreciate the place of our young people in connection with the programs of food production and food conservation. While talking with a prominent French educator, who visited Washington recently, he made the following statement:

I hope that you people in America will not make the mistake which we did in Europe, during the beginning of the war, in not including or giving a constructive and definite war program to the boys and girls and to the public schools. Our failure to do this was the first reason for the closing down of a very large number of the public schools at the beginning, when we should have maintained these schools for the mobilization, organization, and direction of our boys and girls for war work.

In order that the work of boys and girls may function more effectively as a war measure, it is my candid opinion that the schools should be open and running and the teachers maintained on the job only so far as they prove themselves capable of adjusting themselves to meet the needs of the present war. When it is found that the schools are not adjusting themselves to meet these needs, then there will be less need for keeping the schools going and greater need of taking the children out of the schools and putting them into the factories, on the farms,

etc. I desire to go on record at this time in favor of keeping the public schools of the land open for twelve months in the year and the teachers should be there for twelve months with one-half of the time or half the day devoted to the organization, direction, and studies of the school-room; the other half to be devoted to activities in the homes, on the farms, in the industries, and in connection with the Junior Red Cross work, for the purpose of taking the place of men and women who have been called into the war, the Senior Red Cross activities, and into munition factories. In connection with a program of this kind, it can well be understood how important it would be to keep the teachers in charge as leaders and supervisors in order to make, every day, an efficient contribution to the war program and to let the children all help us make this old war-ridden world a safe place for democracy.

One of the important problems before us today, and during the period of the war, will be so to correlate and coördinate our various agencies and organizations dealing with boys and girls that efficiency and one hundred per cent results will be forthcoming out of it all, and to avoid misunderstanding, and unnecessary duplication of effort and leadership.

There are now a number of Government constituted agencies and departments dealing directly with children and their activities.

We have the Bureau of Education dealing directly with the public schools and matters of general education. In the Department of Labor, we have the Boys' Working Reserve, an organization which helps meet the labor needs by securing, training, and delivering city boys over fourteen years of age to the farm in order to meet the demand for labor of the country. The United States Children's Bureau deals with problems of infant mortality, hygiene, the scientific care and feeding of little children. This Bureau is expanding its program to include many other interesting activities and important lines of work for boys and girls of every age. In our Department of Agriculture, we have the boys' and girls' section dealing with extension activities and agricultural education work for boys and girls in both agriculture and home economics. In the

Department of the Interior, we have the Indian Office dealing with the boys and girls as well as the adults of the Indian Reservations and in the Indian schools. In addition to these Federal constituted organizations, we have the American Junior Red Cross work as represented here in this Conference, dealing with Red Cross work and kindred activities for boys and girls. While this institution is not spoken of as a Federal institution, it has been recognized in a national way and as a national agency of paramount importance. Then we have these other masterful, effective, and splendid organizations known as the Boy Scouts, Girl Scouts, Camp Fire Girls, Y. W. C. A. and Y. M. C. A. agencies, all of them dealing with boys and girls, with splendid leadership and very constructive programs and with real nation-wide records of achievements to their credit. There are a great number of other organizations such as the Patriotic League of America, the Federated Boys Clubs, the Junior Patriots, and the Farm Boy Cavaliers, and we are in a fair way, as I see it, of over-organizing the junior realm and, as one of the thousand men in America leading boys and girls in educational endeavor, I would urge, by all means, the careful coördinating and correlating of our work in order that we may be able to come together and arrange from National Headquarters to avoid confusion, unnecessary expense and delay in getting the work under way in all lines. A short time ago, while talking with a prominent state official in one of the central western states about the development of the Boys' and Girls' Extension Work within the state, he turned to me and asked the following question:

Mr. Benson, what are we going to do about the matter of coördinating and correlating all of the many different agencies seeking to do agricultural work within the state, through the same schools, the same boys and girls, and the same community units? I refer especially to our State College of Agriculture in its activities under the Cooperative Extension Act in dealing with Boys' and Girls' Club Work, to the Boys' Working Reserve from the Department of Labor, the National Boy Scouts, Girl Scouts Organizations, the Camp Fire Girls, to the work of the agents of the United States Food Administration, to the Y. W. C. A. and Y. M. C. A. leaders of our state. And now I under-

stand that the Junior Red Cross is also entering the field to do work in food production and food conservation. I confess, frankly, that I believe in all of them but am at a loss to know how we are going to make use of all of these agencies without violating the "practise what you preach" example in the matter of eliminating waste, in the saving of time, leadership, and money.

The gentleman voiced the sentiment of a very large number of well-informed business men and women of the nation. It is up to us as national leaders not to cause the spending of 30 dollars of Government money in order to teach a farmer's wife how to save 30 cents worth of fats or food. I would recommend, therefore, that we get together as the war program 'eveners' and that we help one another strengthen any weak parts with a view to 100 per cent efficiency to all.

The work of the United States Department of Agriculture in connection with boys and girls is, today, with but two subject matter lines, namely: Agriculture and Home Economics and only so far as it deals with the work of the boys and girls in extension activities in their homes, gardens, fields, poultry pens, etc. The state, district, and county leaders, of course, work in close cooperation with the schools, and there is a certain amount of contact of the schools with our work and of our work with the schools. I shall speak only of one of the several divisions of extension work as affecting the activities of the thirty-three northern, central, and western states.

We are striving to help the boys and girls by giving them trained leadership, subject matter instructions, supervision, and direction, for efficiency in their food production and food conservation activities. Every state is organized with cooperative extension leaders in charge of this type of work. They have several assistants and specialists and, in addition to this, district and county leaders assist them in the direction of the work in the various sections and counties of the state. The County Farm Bureau is organized within the county through which the United States Department of Agriculture and the State Colleges of Agriculture do this cooperative extension work. The unit or agency for extension work in the local community is the family.

Extension workers and specialists deal with extension work for men, women, and for boys and girls. Our work is, primarily, economic and has to do with the carrying on of demonstrations in agriculture and home economics, with a view to improving the products of the farming, gardening, and home-making activities, and making possible a greater net profit on the investment of time, money, and energy.

In the year 1916, it cost the Federal Government 79 cents per capita to supervise, direct, and instruct the boys and girls in our territory. For this amount of money, the boys and girls received the supervision and direction of trained leaders, printed follow-up instructions, the opportunity to belong to local club groups and participate in play festivals, exhibits, fairs, and achievement day programs, and in addition to this, made an average of \$20.96 worth of food through their club activities. In other words, the net profit to the nation in food value was \$20.17 per capita. The records for the past year, 1917, will be even better than this. Let me illustrate what this Boys' and Girls' Club Work is by reviewing briefly the story of achievement which we have just summarized covering the work in the state of Utah for the year closing December 31, 1917.

In the state of Utah, 12 agricultural and home economics projects were undertaken; 1,367 club groups were organized; 1,296 of the clubs began work and carried on their program of activities throughout the year. The total enrollment of boys and girls within the state was 36,718. Of this number, 33,509 made complete reports at the end of the year as required by the state cooperative leaders in charge. The club products produced by the girls and boys in Utah amounted to the value of \$949,581.70; the total cost of production, including 10 cents per hour for labor of the club members, amounted to \$355,484.15. The total cost of overhead supervision and leadership, representing Federal, state and local investment in the interest of the work, was \$11,780.00. Thirteen per cent of the total time of the state leaders was devoted to office work; the rest of the time was devoted to actual field follow-up work. The leaders gave 65 field demonstrations, 56 field exhibits,

453 boys' and girls' fairs and festivals, and the cooperative leaders employed gave personal instructions to 19,703 boys and girls during the year.

Mr. J. C. Hogenson, the state leader, arranged for the purchase and distribution of ten carloads of brood sows and distributed them to members of the pig clubs in every section of the state. As a result, a great amount of pork was produced during the year and now thoroughbred hogs can be found in every section of the state. This effort bids fair to develop into a permanent industry. The total value of the pork produced within the state was \$137,000.00 at a cost of \$52,920.00. The average net profit per pound of pork produced was \$.083.

In the home garden work there were 6,420 members enrolled out of which 5,640 made complete reports and finished all the work. Those who reported produced \$315,600.00 worth of food products at a cost of \$95,732.00. This is only a portion of the report of activities in the state of Utah. In a similar way, we could report achievements of the boys and girls of the other thirty-two states within our territory.

The only unfortunate thing about our work, as I see it, at the present time, is that we have no money or leaders to run effectively and furnish the proper supervision and direction for the boys and girls of both the rural and city communities. There are nearly 24,000,000 boys and girls of school age and we have now about 800,000 enrolled. This indicates very clearly the potential possibility of our boys and girls during the period of the war in taking the place of men and women in the food production and food conservation activities, if we can only get the leaders, encouragement, and the direction necessary to success in work with boys and girls.

We invite the cooperation and assistance of all agencies in America in helping to get the boys and girls interested and actively at work in these lines. The boys and girls who were members of the club groups during the past year did a splendid piece of work. We ought to double, however, our efficiency and multiply materially the achievement of young people for the coming season. We invite and urge your cooperation in

helping the boys and girls to keep their splendid consecration pledge which they have taken, and which is as follows:

I consecrate my head, heart, hands, and health, through food production and food conservation, to help with the world war and world peace.

I bespeak the Department of Agriculture and its cooperative force when offering their whole-hearted cooperation with you and your force and I shall be glad, personally, in so far as possible, to reinforce the work whenever opportunity presents itself. I thank you for this opportunity of meeting with you, the privilege of hearing the discussions and explanations in regard to your work, and I bid you "God speed" in your splendid work.

3. War-Savings Stamps

H. E. BENEDICT

Assistant to Chairman, War-Savings Stamp Committee

I am reluctant before this group of distinguished educators to make any statement in regard to the most effective manner of introducing our War-Savings Campaign into the schools. I believe, however, that I can in a few words place before your meeting our plan of organization and what we hope to accomplish. This will perhaps enable you more intelligently to consider the War-Savings Campaign in connection with the Junior Red Cross organization.

Congress by authorizing the Secretary of the Treasury to raise \$2,000,000,000 through the issuance of War-Savings Certificates contemplated that results of far greater importance than only the raising of funds would be accomplished, important as the raising of this money is. It is hoped that the War-Savings Campaign may be the instrumentality which will bring home to the American people the sound economic doctrine which should guide them in this war crisis. It is of supreme importance that the people see clearly that in order to furnish the equipment and munitions for the Army and Navy that labor and materials must be released from the production

of non-essential articles consumed in normal times. The labor available may be increased either by the speeding up of certain industries and the further use of machinery and the labor of women, or by longer hours. The supply of materials, however, is less variable. Our War-Savings Campaign seeks to impress upon the people of the country the absolute necessity of refraining from the consumption of articles not necessary to their health and efficiency.

The War-Savings Committee has organized the country with a State Director of War-Savings in each state. The country has then been divided into six districts, each district comprising in general two Federal Reserve Districts. A Federal Director has been appointed by the Secretary of the Treasury to direct and unify the work of the State Directors in his respective territory. The work of the Campaign in each state is centralized in the office of the State Director. The Executive Staff in Washington, together with the six Federal Directors, is endeavoring to unify the work of the entire organization throughout the country and to furnish material and ideas to the state organizations.

Mrs. McNaught expressed just what the War-Savings Committee had in mind when she said that school children would have a very important effect in conveying the ideas that they would get in school on these national, patriotic subjects, and the war, to their parents. And the War-Savings Committee has planned from the very outset to make the fullest use of the school children. With that end in view, we have prepared a plan for the organization of what we term War-Savings Societies. It is planned to have these in all schools in this country and in factories and among other groups of people. But they are particularly adaptable to the schools.

By this War-Savings plan any ten school children may pledge themselves to systematic savings, to economy, and to the securing of new members who will take this same pledge and thus form a War-Savings Society. That is the point of contact, I believe, that will come between your Junior Red Cross and the National War-Savings Committee, through these War Savings Societies in the schools. We have not the

time here to go into the detail of these Societies but we want your cooperation; we hope you will do everything in your power to make the Societies a success in the schools.

I believe we are all working for the same thing, the winning of the war and the best interests of the people. We hope these War-Savings Societies and the results of their work will last long after the war and that this campaign of thrift will be the instrument by which much of the waste and loss of the war will be recompensed.

In the last minute I should like to read a short suggestion that has already been put in effect by the Junior Red Cross in the Polytechnic School in Pasadena, California:

Each member of the Junior Red Cross of the Polytechnic Elementary School agrees to do his best through his own efforts to save by self-denial or to earn by work all he can, and with every twenty-five cents (\$0.25) thus saved to purchase a United States Government Thrift Stamp and place it on his Thrift Stamp Card. Each member of the Junior Red Cross receives a United States Government Thrift Stamp Card and a War Thrift Record Card upon the purchase of his first Thrift Stamp. A record must be entered on the War Thrift Record Card as to how he saved or earned all amounts.

To the first member who has saved through his own efforts, one-half of the amount necessary to purchase a War-Savings Certificate, a like sum will be given so that he may purchase a Thrift Certificate which the Government will redeem for one hundred dollars (\$100.00) within five years.

To the member whose complete record of the purchase of the Thrift Stamps shows the most ingenious methods of earning or saving the amount, a prize of ten dollars (\$10.00) in Thrift Stamps will be given.

Parents are urged to enter into and encourage the efforts made by their children to learn economy, self-denial, and how to work. What finer training can they receive than through such efforts?

In addition to this, their efforts to help our country through the purchase of United States Government Thrift Stamps will awaken greater patriotism.

It is hoped that parents will cooperate in making opportunities for their children to work and save; making gifts, however, or otherwise destroying the child's desire to accomplish this purpose through his own efforts would defeat the purpose itself.

As Dr. Finley is Chairman of a Committee which will promote the War-Savings work as well as being a Committeeman for the Junior Red Cross, I am sure a most satisfactory scheme of cooperation can be devised.

4. Cooperation With Educational Authorities

A. REMARKS OF F. B. PEARSON

State Superintendent of Public Instruction for Ohio

I heard a United States Senator tell what he claims to have knowledge of, of a little Belgian girl whose hands had both been cut off. She was in the presence of the surgeon who was dressing the wounds, and she looked up into his face and said, "Doctor, will they grow out again?" And whenever I see the Red Cross symbol and whenever any appeal is made for any of these movements in which we are interested, I can hear that little girl's voice, "Doctor, will they grow out again?"

So as I was coming over here I was thinking of a letter that I am formulating to send out to our folks, about which I was telling Dr. MacCracken. I am going to send out a letter asking our people out in Ohio to see to it that the Red Cross symbol—it is in most of our homes; it is the unusual thing around our place to see a window without a Red Cross symbol in it—but to have a Red Cross symbol put on one window of every school room and class room in our State, whether public school or college, or normal school, or any other kind of a school. I believe that will give some children an opportunity to cooperate who have not had that opportunity hitherto. Their parents were not able perhaps to join the Red Cross. But here is a child who comes into the school, contributes his penny there, and secures membership for his room and his class, and he has an investment in that which will return dividends quite satisfactorily. Then he will carry the good news home, and you know what the Eleventh Commandment is, "Parents obey your children," and the first thing you know the parents are going to get into the game that they have not been in before.

Then along with that I think I am going to add a supplement. Perhaps Sam Walter Foss could not write poetry;

maybe the critics would say the form was not all right, but I know that he wrote a poem that fulfils the measure of the soul; and as all day long I have been here just absorbing what has taken place it has made me think again of Sam Walter Foss' poem, and I think I am going to print that in a little bulletin and send it out so that we can get the babies from four years up to catch the spirit of it.

The House by The Side of The Road

There are hermit souls that live withdrawn
 In the peace of their self-content;
 There are souls like stars that dwell apart,
 In a fellowless firmament;
 There are pioneer souls that blaze their paths
 Where highways never ran;
 But let me live by the side of the road
 And be a friend to man.

Let me live in a house by the side of the road,
 Where the race of men go by,
 The men who are good and the men who are bad,
 As good and as bad as I.
 I would not sit in the scorner's seat,
 Or hurl the cynic's ban;
 Let me live in a house by the side of the road
 And be a friend to man.

I see from my house by the side of the road,
 By the side of the highway of life,
 The men who press with the ardor of hope,
 The men who are faint with the strife.
 But I turn not away from their smiles nor their tears,
 Both parts of an infinite plan;
 Let me live in my house by the side of the road
 And be a friend to man.

I know there are brook-gladdened meadows ahead
 And mountains of wearisome height;

That the road passes on through the long afternoon
 And stretches away to the night.
 But still I rejoice when the travelers rejoice,
 And weep with the strangers that moan,
 Nor live in my house by the side of the road
 Like a man who dwells alone.

Let me live in my house by the side of the road
 Where the race of men go by;
 They are good, they are bad, they are weak, they are strong,
 Wise, foolish—so am I.
 Then why should I sit in the scorner's seat,
 Or hurl the cynic's ban?
 Let me live in my house by the side of the road
 And be a friend to man.

Sam Walter Foss

4. Cooperation With Educational Authorities

B. REMARKS OF JAMES Y. JOYNER

State Superintendent of Public Instruction for North Carolina

I have but a word; I came to listen and learn, and not to speak this time. I have listened, and I have learned, and I have been inspired by this meeting. I believe that the teachers have hold of the big end of this problem of moving the folks at home to do their bit in the winning of this war. There is not much lack of loyalty among the masses of our people in the South. I speak of them because I know them; and I presume a similar situation exists in other sections. But there is a woeful lack of information among the great masses of the people in the sparsely settled rural districts. I believe the only means of informing those people, who are of patriotic stock, who are of patriotic inclination, but who lack simply information about the issues involved in this war and the reasons why this country has gone to war—lovers of peace by nature as they are, the only effective means of reaching them is through the public school and the children of the public school.

Leaving that matter I give you just one illustration of how we have tried to use the public schools for this purpose of informing the people away from organized centers of cities and towns, where they can get together and hear speeches of inspiration. We, like a number of other states, are doing the same thing. I got out a little pamphlet, about thirty-two pages, containing some of the best things that have been said by the best folks on the subject of why America is in this war, arranged in the form of a catechism, question and answer, to be used as a responsive reading. What has held them were these three things that have been emphasized here, and which I am glad to see this Junior Red Cross has been organized to carry out, and which we are going to use for that purpose—make, save, serve: patriotism, liberty, service.

In that little pamphlet we collected also such information as we could about the various governmental agencies that could be utilized, the Red Cross, the Council of Defense, and all the various agencies, and how they could help by cooperating with those agencies; what the State has done through those agencies, and was doing, and so on. That is by the way.

I believe the time has come to use the children to instruct and lead the old folks in the homes, especially in the sparsely populated centers, if this war is to be won. I just wanted to emphasize that.

I rejoice in this Junior Red Cross because I see in it a splendidly organized machine, if I may so call it, through which we can work for attainment, and through which we can direct the activities along all these lines, notably for moving our folks at home to contribute to the winning of this war. We have been in danger of over-organization. There is disintegration in over-organization. What we want is concentration upon a few organizations, and the concentration of each of those organizations upon a few essential purposes.

I need not repeat what has been said here, and what we all know in our hearts, that the great problem before the American people and the world is the winning of this war for humanity and freedom and justice and mercy. Until that is done the public schools, like all other organized agencies, every one

of them, should be considered first of all a patriotic association for making this contribution to the winning of this war for future generations.

It may take some time from those other things that are the essential parts of our work, but we must give that time now until the war is won. We can lead these folks at home to do whatever we want them to do through these little children.

I read a little story that illustrates that, and with that I am done. Somewhere have I read that yonder among the Alps in Switzerland when the flocks of the Alpine shepherd have exhausted the green fields that lie at the foot of the mountain, and he desires to lead them to greater heights where the grass is greener, it is his custom to take the tiniest lamb of the flock in his arms and lead the way. And just as long and just as far as the old sheep, the fathers and mothers of lambs, can hear the bleating of the lamb, they follow, follow, follow.

So we can take a little child and instruct his voice aright, and just as far as the old people in the home can hear his voice calling, calling, calling to higher planes, they will follow, follow, follow. There has never been any high height of civilization to which humanity has not been led through the love of the little child. I think somewhat of the vision of the old prophet centuries ago as he looked down the vista of the years to come, and with eyes of prophecy he saw that the heart of the world is yearning for universal peace to cover the face of the earth as the water covers the face of the sea, when the lamb and the lion shall lie down together, and a little child shall lead them.

We have got hold of the strategic point of this whole proposition. Let us consider every school under our direction as a patriotic association or organization to be utilized in the best possible way for the promotion of everything that tends to the winning of this war.

VII. The Junior Red Cross at Work

I. Junior Red Cross Ideals

ANNA HEDGES TALBOT

Director, Bureau of Junior Membership, Atlantic Division, American Red Cross
New York State Specialist, Vocational Training for Girls

Much has been accomplished since the initiation of this work in the schools last September. The idea of production, as such, has purposely not been emphasized because children are in school to learn, but the idea of producing and making things is already a part of our school work. The Junior Red Cross affords a means of greatly extending such work into all the schools in this country which had been introduced long before many of us thought we would get into this war. The State Education Department of New York through Commissioner Finley authorized and sanctioned Red Cross work during the school day as a part of the vocational or manual arts program. In New York State credit is given for time devoted to the practical arts, and with the assurance that Red Cross work was the equivalent of the regular work in these lines, credit for Red Cross work was allowed. Hence, the desire of the pupils to do this work was assisted to express itself. During the six weeks previous to May 1, three thousand girls in the State of New York turned in a report recording fifteen thousand articles, which had been accepted by the local Red Cross Chapters. These articles were made in their classrooms by giving on an average of one hour a week for six weeks. Such fine work as this it was thought should become a national asset. It was necessary to get the endorsement of the Red Cross officials in Washington to adopt the policy of enlisting the aid of the schools. They in turn had to be convinced by the testimony of the Chapter officials, who had received this work from the pupils. This came from the Red Cross Chapter in every part of the State of New York. The Troy Chapter ex-

pressed its appreciation of the work of the school pupils by giving the schools a thousand dollars to put into Red Cross material, which the pupils made up into standardized articles for the Chapter.

State-wide work such as this was convincing to Washington, and the work was initiated early in September in New York State, so that the Atlantic Division is now well under way. Certificates of enrollment have been given to about five hundred schools in New York, New Jersey, and Connecticut. This aggregates more than two hundred thousand children and means a fund for the Junior Red Cross of fifty thousand dollars thus far and the amount grows daily. The many contributions, however, are but a slight measure of the interest evolved and the service rendered.

One ideal which is basic to this membership of schools in the Red Cross is team work on the part of all the children in a school to create a fund which will enable their school to become a Red Cross Auxiliary. Individual effort, in the making of useful things and in the saving of pennies and of food and clothing through economy and self denial, is not enough. Each child must learn the invaluable lesson of coöperation. In joining the Red Cross, the school is enrolled en masse, and the sum raised for its enrollment represents a united effort. The ideal of service through sacrifice is the strong plea made by the Junior Red Cross to the children, and where such efforts are brought together by a school, the result in spirit among the children has been strikingly illustrated from accounts of what the children have done from every part of this country. As the men of this country have gotten together in the spirit of service and sacrifice to form an army which will work to end this war, so the children in the schools have been afforded through the Junior Red Cross a chance to get together in their schools—work, save, sacrifice, and serve, to form a home army to assist to the extent of their power, to encourage by their spirit of helpfulness those who are enduring hardships for them.

As the printed work does not carry its message as effectively nor forcibly as does the pictured word, I have arranged with the National Child Welfare Exhibit Association of New York to

put these Junior Red Cross ideals into graphic forms, so that the children in the schools all over the country may grasp the meaning of these ideals, as they are at work in the Junior Red Cross organization. The posters may be placed in the classrooms where pupils may see the pictured ideas of saving, earning, producing and serving others, particularly those in need.

2. Remarks of Justine R. Cook

Director, Bureau of Junior Membership, Chicago Chapter
American Red Cross

The Chicago Chapter has cooperated in various ways with camp directors. We are working on one thing at the present time that may be of some interest and value. We find that certain military supplies are very difficult to secure in the market articles such as stretchers, hospital trays, crutches, mess tables, operating tables. One of the technical schools in Chicago was asked to make duplicates of these articles which were supplied by the Medical Supply Depot, located in Chicago. The school made duplicates and it was agreed by the principals and instructors that from a school point of view these articles had stimulated a very live interest and presented most desirable problems. They also made blue prints and specifications and gave us an estimate on the approximate cost in lots of fifty. We find that an output in the schools could be put forth at about one-fourth the market price. I have the blue prints with me which show the splendid type of workmanship.

If the government needs the help of the schools, we are prepared in Chicago to supply any number of these articles in accordance with government specifications.

We are also in touch with the Y. M. C. A. camp secretaries in our vicinity and with the Great Lakes Naval Training Station. A plan to supply certain articles of furniture through the Manual Training Departments seems most desirable. The schools are anxious to establish such a plan of cooperation.

Throughout the British Isles the wood-working classes above the first year courses are devoting their entire time to the making of articles required in the Hospitals.

We found that a supply of splints was needed. These were made in the schools and distributed through our Surgical Dressings Department. We have had a little difficulty in disposing of scrap books, but through our Division Headquarters we communicated with the Hospital Directors in the camps and will dispose of the supply in this way. The Y. M. C. A. will also be glad to have us send a number to their camp secretaries for distribution.

The boys have been making knitting needles for use in the schools and we have been able to sell about 500 pairs in the Chicago Chapter Store each week. It is of great importance to establish a definite way of disposing of such articles before encouraging the activity.

To confine myself just to the subject of cooperation with camp directors is rather difficult. The broader scope of the work in the Chicago Chapter has been the making of garments for refugees.

I should like to give a brief record of work in the schools from October 1, 1917, to January 1, 1918: 31,000 refugee garments were sent in. There are 300,000 pupils in Chicago schools, so you can readily see this did not mean any particular burden on one child; but it is a real contribution when you consider 31,000 garments made by the schools in less than three months' time. This does not include over 2,000 knitted garments, 1,000 surgical dressings, and 6,000 hospital supplies which were also completed.

All this work was under the supervision of the teachers of the Household Arts and other departments. The garments have been almost beyond criticism, and a splendid standard of work.

I am going to tell you an incident that occurred in one of the schools in the district of Chicago where the children in attendance are only seventy per cent American born. The fact that the work was accomplished by first, second, third and fourth grade pupils also makes it a little unusual. At the beginning of the school year the problems of back-stitching, hemming, basting, etc., were planned for in the first four grades. It was also decided to take up one problem which

should be called the Red Cross Problem. The first grade was to make "fluff" for pillows, the second was to sew carpet rags for hospital rugs, and the third and fourth to piece quilts. Among the children the interest in the Red Cross problem overshadowed all else. Cutting, basting, and sewing patches for dolls' quilts grew into the piecing of 109 quilts for the refugee children from these four grades. All the different stitches were included in the finished articles, and the children had the joy of making something which would be sent on for the unfortunate children of France.

The splendid work accomplished in the Chicago schools would not have been possible had it not been for the cooperation of the Board of Education and Superintendent Shoop. From the very beginning the finest spirit of cooperation came from all the school officials, and with their broad visioning they recognized the possibilities in the Junior Red Cross.

I have a letter from Miss Snow, Supervisor of the Household Arts Department which says that more has been accomplished this year than ever before, and that the teachers and principals agree that it has been due to Red Cross work. Superintendent Shoop states its value in the fact that it gives a motive to the usual school problem. It is not only meeting a present need but it is giving an outlet for this restless desire for patriotic service. This restless spirit swept over the country. You felt it and I felt it and it swept through the public schools; so these activities give some outlet for this desire to serve.

You cannot help being a bit visionary when you think of the Junior Red Cross. We are preparing the boys and girls for the things which are to come. We do not know what they will have to face. We do not know the trials, burdens, and fortunes which are ahead of them; but we can give them an equipment through a deeper feeling of obligation and through this opportunity for service.

They will be less selfish and, with these ideals of conservation, patriotism, industry, and humanity a part of their daily life now, the promise for future good citizenship is well assured.

3. Refugee Garments

ELIZABETH S. HOYT

Assistant to the General Manager, National Headquarters
American Red Cross

I have been asked particularly to tell you of the need for refugee garments. To any one who has been in France recently and through the devastated regions, this seems like asking a man who has rowed across the Atlantic to tell the number of times he dipped his blades into the sea and to describe each stroke in detail. It would take me just as long to tell you of the needs of the refugees, and in the end it would be just as monotonous.

I propose, therefore, to tell you of the conditions under which I found a few of the refugee women living, and some figures from which you can do the necessary multiplication.

In the month of October, it was estimated that there were in the various departments in France, outside of the Seine, 850,000 refugees; and since that time an average of a thousand a day have entered France through Evian alone.

In what was once a little village just east of Ham, a woman is living in a little wooden shack such as New England farmers build for their chickens. The Germans captured this village very early in the war, and occupied it for over two years. The woman with her husband and children remained throughout the occupation and suffered horrors that I shall not even try to depict for you. One winter morning, incendiary bombs were placed under every house in the village, and the inhabitants driven forth like so many cattle, across country under fire from their own French guns, their village in flames behind them, and on into Germany. Families were separated and scattered, and every man, woman, and child was put to work for the Germans. This particular woman lost all track of her husband and three children; the youngest a boy of eight, and the oldest a girl of fifteen. After several months of hard labor and under-feeding she was shipped back into France through Switzerland, still wearing the same clothes in which she had tramped across France and labored in the fields. She arrived half clad, nearly

starved and out of her mind with fear and grief. Because she was young enough and strong enough to till her fields, she was allowed to return to her own village, now in French hands again. She found it in ruins, not a familiar landmark left; she could not even find the street in which her house had once stood. The English Quakers built her a wooden hut, gave her a straw mattress and a chair, and she does her meagre cooking in tin cans over a few fagots in front of the shack. She has never had a word of news of her husband and children, does not know where any of them are, or if they are alive or dead. I think she prays that they may be dead. But she does not stop working for France and her parting words to me were "On les aura, Mademoiselle."

The country over which the battle of the Marne was fought is now the most peaceful smiling land that you can imagine. There is not a square inch of it that is not under cultivation, and only the ruined villages and the innumerable graves scattered through the fields remind one of September, 1914. I motored through early in September this year, the third anniversary of the battle of the Marne, and stopped late one afternoon in a little ruined village to talk to two old women of over eighty, who were sitting on a stone which had once been part of the walls of their house. The village was only a heap of ruins, covered here and there with clematis, honeysuckle, and climbing tea roses. When the order for mobilization came, this village had 500 inhabitants—25 of them were of military age and left immediately. From that time on, the village had no news. They did not know against whom France had mobilized or that she was at war. One morning they were startled by the sound of firing and suddenly the streets were filled with French soldiers. The villagers rushed joyously to greet them, only to be told to run for their lives—France was at war with Germany, and the Germans were on their heels. The inhabitants rushed out of the town through a neighboring forest, and on to be scattered through France. A little handful of the old people unable to go further, remained in the forest for two days and three nights living on berries and leaves, amid the falling trees and bullets. During that time the Germans

took and lost the town three times—the battle of the Marne turned here. When the sound of the firing died away somewhat, the twelve or fifteen old people crept out of the woods back to their village, to find that it had been wiped off the face of the earth. Not a wall was standing. Where houses had stood eighteen or twenty feet high, there were piles of dead. They dug about among the ruins until they found a few broken pickaxes and spades, with which to bury their dead. After this, they cleared an opening into a cellar under the ruins, and there they lived for two and one-half years, like so many rabbits. At the end of that time the English Quakers came along and built a few wooden huts in which they are now living without a single one of the things which we consider as necessities. These two old crones till their fields, often with gas masks on, and under frequent air raids. They told me their story in the simplest possible manner, and then with great interest asked where I came from. When I admitted that I was American—one does not admit it until forced to, because their affection and gratitude are overwhelming—they immediately supposed that I had been in France since before the submarine campaign opened. When I told them that I had only just come over, they seized my hand, and gasped saying: “Oh mon Dieu! quel courage.”

You can understand the state of utter bewilderment and terror these people are in after enduring such experiences. Most of them have lost everything but life itself, and are brought to the distributing stations, or hide themselves in their cellars and shacks, like terrified children. Nothing in life is as they have ever known it before. They need help of every kind.

In the question of clothing, if we are to help them, we must consider not only their needs, but their point of view. The French peasants never have worn bright colors, and are particularly unwilling to do so now as they do not consider them suitable under present conditions. It only adds to their distress of mind. Remember that they are in an overwrought condition, and anything unusual adds to it unnecessarily. They have some prejudices which we find hard to understand. Our job at the present minute is to try to understand these preju-

dices and to give in to them. If they are given anything which in any minute detail does not agree with what they have had before, they are thrown into the greatest excitement. (I have seen a grown woman thrown into frenzies of fear at being asked to wear American combinations.) On the other hand, if they are given something they recognize and know, it delights and calms them. If unfamiliar children's garments are sent, of which the mothers do not approve, they will be obliged to remake them. Most of them are working in the munition factories or in the fields, or are old and ill. We must, therefore, send things which can be worn immediately. Every garment that leaves America should be made of the strongest possible material, most securely sewn, because thread and needles are among the scarcities in France today. The clothes are washed by rubbing between stones in the village streams. Soap is now practically unobtainable and hot water is to be had only one day a week, throughout France.

We have gone into this question of clothing most thoroughly and have issued patterns which experience has taught will fill all requirements. Most of us agree that the models and materials are atrociously ugly, but that is entirely unimportant. They are what the French people want, and, therefore, what we must send them.

If the work which the children here are going to do is to be of use to the children as well as to the people over there, we must teach them the first principle of helping their fellow man—which is, to help him in the way he wants to be helped and the way he understands. Tell the children to remember when they make garments that some child when presented with that garment is going to be soothed instead of frightened. Probably somebody that cannot speak his language is going to give it to him, and if he sees something he recognizes it is going to make all the difference in his feelings.

A great many people to whom I talk disapprove of some of the models we send over; feelings that are perhaps natural from our point of view. But the chief thing to remember is that whether or not we entirely agree with all their methods and systems over there, they have at least succeeded in produc-

ing a race by which the whole world is thrilled today. Our first job is not only to help, but to help in a way which they will understand.

4. A Tale of Two Cities¹

Wherever a competent attempt at organization has been made, the question of what the boys can do answers itself almost automatically. Experience in Plainfield, N. J., and in Pittsburgh, Pa., two cities where a great deal of thought has been given to making the work systematic and efficient gives evidence of this fact.

The Plainfield High School has developed within itself a system of student and faculty officials and specialized committees to attend to different branches of the work. This administrative work may be done as efficiently by the boys as by the girls. Of the six working units, the stenographic unit offers equal opportunity for boys and girls, while the woodworking unit is almost exclusively for the former. The stenographic unit sends a volunteer worker each afternoon to the Chapter Headquarters to do stenographic work. In the woodworking unit, up to January 1, nineteen packing cases, one large bulletin board, twenty-four small bulletin boards, and eighteen pairs of knitting needles had been turned out. This was accomplished by four units, with a total enrollment of fifty, working in rotation for an hour and a half after school on Wednesdays and Fridays. Mr. Hopper, the Plainfield Director of Manual Training in the schools, attests that this work adds motive and educational value to the routine which, under the old joint and taboret system, was lacking in these elements.

Pittsburgh has devised for its Juniors a system of Senior Auxiliaries to keep in direct touch with the Chapter Supply Service Department. The Senior Auxiliary estimates from experience the amount of work which can be done during a month by the various schools in its district. It is then a simple matter to apportion and adjust the work allotted them by the Supply Service Department. All work is sent out from and returned to the school where the Senior Auxiliary is located,

¹ Not presented at the conference.

the school being chosen for its equipment for manual and domestic training and its convenience for deliveries and sub-deliveries. Under this system of direct contact with Chapter needs, the school boys have been given the work of completely outfitting rooms for the work of new Red Cross Auxiliaries. This includes the making of costumers, cabinets for surgical dressings, and for Red Cross supplies, and cutting and work tables. The boys draw up their own plans and specifications, and have even originated and patented a new table for surgical dressings work. The Auxiliaries are charged only for materials, the work being a free gift on the part of the boys.

These are two towns which have solved the boy problem successfully. Their experience points plainly to undeveloped opportunities which other communities may discover with a little thought.

VIII. Resolutions Adopted by the Conference

We, the members of this Conference, held at the Red Cross Headquarters in Washington, D. C., on Monday, January 7, 1918, representing agencies of democracy interested in the education of the children of the land, heartily resolve, in response to the Proclamation of the President of the United States, to encourage the enrollment of all the children of our schools, Public, Private and Parochial, in the Junior Red Cross, and to promote those activities in the schools through which, as the President suggests, the children may have helpful part in meeting the Nation's needs, in serving not only their own several communities, but "other communities all over the world," and in learning through such service the ways to good citizenship.

In realizing such purposes we do now make the following informal recommendations as substantially representing the sense of the Conference with reference to the subjects presented to us:

THE SCOPE OF THE RED CROSS JUNIOR MEMBERSHIP

A. Patriotic War Service

We believe that a junior organization of the American Red Cross possesses factors which mark it uniquely as a channel of patriotic service for our young citizens:

1. The President of the United States is its President.
2. Its international relations embody the highest conception of patriotism.
3. The Red Cross policy of decentralization with immediate transmission of information from National to Division and Chapter Headquarters insures local autonomy.
4. The strong plan of Chapter organization insures a public sympathetically disposed to its program.

5. The composition of the Chapter School Committee insures educational control of the work within Chapter boundaries.
6. The Principal, as Chairman of his School Auxiliary, has within his power to determine the extent to which his school should contribute in the work of patriotic service.
7. The ideals of the Red Cross are those which have the strongest and most direct appeal to the hearts and minds of youth in war-time. To alleviate the wants and sufferings of others affords an opportunity of happy service, sheltered by which our children may escape many of the blighting influences of war.

B. Cooperation in War Service

We would have our children not merely escape the ills of war; we would teach them to be in a constructive way citizens of the America that is to be.

We regard it as essential that the Junior Red Cross should undertake to teach that all our efforts to aid the Government are essentially one. The mobilization of our Home Guards; the control of food, fuel, and railways; the conservation of clothes and spending money, and other forms of thrift and economy suggested by the National War-Savings Committee; the protection of the individual and the community in the conditions of health and work which have been already won—all these are identical with the aims of the Junior Red Cross, with the volunteer making of sweaters and garments, of packing boxes, and surgical tables. The purpose of all this is one: to release to the Government for its vital needs, men, money and supplies. Every sweater contributed by a School Auxiliary is a step in conservation just as truly as War-Savings or Food Pledges.

Since these activities are essentially one, we believe that the economy of the school program demands the avoidance of conflicting appeals and duplicating organization. The Junior Red Cross, which has already won so wide a measure of recognition in the school field, offers its organization and lines of approach to other national programs which include the schools, and will cooperate to the fullest extent with them in obtaining a wise economy of the child's time and strength.

C. Educational Program

We believe that a field of permanent usefulness may be found for the Junior Red Cross in the promotion of activities concerned with instruction in better citizenship through—

1. Development of public and private well-being:
 - a. Personal hygiene
 - b. Public health
 - c. Cooperation with the nurse
 - d. Protection and rescue
 - e. Vocational training in Red Cross Work
2. Promotion of international good-will through mutual knowledge and appreciation:
 - a. Folk song and dance
 - b. Drama
 - c. Ways of living
 - d. Protecting the child's heritage in nature
 - e. The International Red Cross
3. Study in national ideals:
 - a. American character illustrated through literature and history
 - b. Americanization of the immigrant
 - c. Self-expression through civics

D. Cooperation with Educational Organizations

We believe that the Junior Red Cross can wisely cooperate with national associations concerned, and with educational authorities generally, in encouraging a nation-wide recognition of the value of early training and devoted service in the above program.

E. Development of Field Organization

We believe that steps should at once be taken to insure a more effective organization by stimulating the activity of School Committees; by enlisting Junior Directors in Chapters wherever feasible; and by a closer cooperation with the organized forces of the educational departments of the States and the United States Bureau of Education.

F. Work for other Children

We approve of the plan to have the children work as much as possible for other children, believing that a better international understanding will one day result from such humble service.

G. Bulletin

We approve the plan of a Red Cross School Letter or Bulletin, believing that appeals for war service to children require special editing.

H. We recommend that the appointment of State Committees be left to the decision of Division Managers of the Red Cross after conference with the several State Superintendents of Instruction.

I. We recommend that for the present School Auxiliaries which have already contributed their membership quota to Red Cross purposes, and which agree to respond to all Red Cross calls for service, be permitted to devote surplus contributions upon occasion to other relief work affiliated with the Red Cross; but such action must be approved by the Chapter School Committee.

J. We recommend that in order to link together service and sacrifice as far as possible, the children of School Auxiliaries be taught to save or earn their own funds, and that such investments as the Red Cross Organizations make should, as far as possible, be made in War-Savings or other Government securities.

Signed:

JOHN D. SHOOP, *Chairman*

*Superintendent of Schools for Chicago; Member,
War-Savings Education Committee*

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